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Shepherd College
State Normal School

1910

THIRTY-EIGHTH ANNUAL CATALOGUE

OF

SHEPHERD COLLEGE
STATE NORMAL SCHOOL

SHEPHERDSTOWN, JEFFERSON COUNTY, W. VA.

FOR THE YEAR ENDING JUNE 30, 1910.

AND

ANNOUNCEMENTS FOR 1910-11

1910

CALENDAR

1911

SEPTEMBER

S	M	T	W	T	F	S
4	5	6	7	1	2	3
11	12	13	14	8	9	10
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

S	M	T	W	T	F	S
2	3	4	5	6	7	1
9	10	11	12	13	14	8
16	17	18	19	20	21	15
23	24	25	26	27	28	22
30	31					29

NOVEMBER

S	M	T	W	T	F	S
6	7	1	2	3	4	5
13	14	8	9	10	11	12
20	21	15	16	17	18	19
27	28	22	23	24	25	26

DECEMBER

S	M	T	W	T	F	S
4	5	6	7	1	2	3
11	12	13	14	8	9	10
18	19	20	21	15	16	17
25	26	27	28	22	23	24
				29	30	31

JANUARY—1911

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	T	F	S
5	6	7	1	2	3	4
12	13	14	8	9	10	11
19	20	21	22	23	24	25
26	27	28				

MARCH

S	M	T	W	T	F	S
5	6	7	1	2	3	4
12	13	14	8	9	10	11
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
2	3	4	5	6	7	1
9	10	11	12	13	14	8
16	17	18	19	20	21	15
23	24	25	26	27	28	22
30						29

MAY

S	M	T	W	T	F	S
7	1	2	3	4	5	6
14	8	9	10	11	12	13
21	15	16	17	18	19	20
28	22	23	24	25	26	27
	29	30	31			

JUNE

S	M	T	W	T	F	S
4	5	6	7	1	2	3
11	12	13	14	8	9	10
18	19	20	21	15	16	17
25	22	23	24	22	23	24
	26	27	28	20	30	

COMMENCEMENT PROGRAMME.

1910.

Friday Evening, June 3—Re-union of Literary Societies.

Saturday Evening, June 4—Recital Department of Music.

Sunday Evening, June 5—Address before the Graduating Class by Dr.
Hon. N. C. Shaeffer, State Superintendent of Pennsylvania.

Monday Evening, June 6—Recital Department of Elocution.

Tuesday Evening, June 7—Recital by Graduates of the Department of
Music.

Wednesday Morning, June 8—Field Day Exercises.

Wednesday Evening—Inter-Society Contest.

Thursday Morning, June 9—Competitive Drill, Shepherd College Ca-
dets.

Thursday Afternoon—Senior Class Day Exercises.

Thursday Evening, Alumni Exercises and Banquet—Auditorium and
Armory.

Friday Morning, June 10—Graduating Exercises.—Address by Dr.
Waitman Barbe of the West Virginia University, and presenta-
tion of diplomas by Hon. M. C. Lough, member of the State
Board of Regents.

ANNOUNCEMENTS.

1910-1911.

Fall Term Opens September 14, 1910.

Fall Term Closes December 22, 1910.

Winter Term Opens January 3, 1911.

Winter Term Closes March 23, 1911.

Spring Term Opens March 28, 1911.

Spring Term Closes June 15, 1911.

OFFICERS.

STATE BOARD OF REGENTS.

HON. M. P. SHAWKEY, <i>President</i>	Charleston, W. Va.
State Superintendent of Schools.	
HON. GEORGE S. LAIDLEY	Charleston, W. Va.
HON. G. A. NORTHCOTT,	Huntington, W. Va.
HON. M. C. LOUGH	Fairmont, W. Va.
HON. J. B. FINLEY	Parkersburg, W. Va.
HON. P. W. MORRIS, <i>Secretary</i>	Parkersburg, W. Va.

STATE BOARD OF CONTROL.

Charleston.

HON. JAMES S. LAKIN, <i>President</i>	Terra Alta, W. Va.
HON. THOMAS E. HODGES, <i>Treasurer</i>	Morgantown, W. Va.
HON. JOHN A. SHEPPARD,	Williamson, W. Va.

TRUSTEES OF OLD BUILDING.

W. N. LEMEN, Esq.
President.

HON. GEORGE M. BELTZHOVER,
Secretary and Treasurer.

C. J. MILLER, Esq.

JAMES WASHINGTON, *Janitor*.

SHEPHERD COLLEGE.—STATE NORMAL SCHOOL.

FACULTY FOR 1909-'10.

THOS. C. MILLER, A. M., Principal
Fairmont Normal School; Adrian College,
Professional Subjects.

WALTER M. DUKE, *First Assistant*,
Graduate Shepherd College State Normal School; A. B., West
Virginia University,
Modern Languages, Mathematics.

MABEL HENSHAW-GARDINER,
M. P. L., New Windsor College; Student West Virginia University.
History, Economics, Physiology.

LYNNE WADDELL,
A. B., West Virginia University,
English.

ELLA MAY TURNER,
Graduate Shepherd College State Normal School; A. B., West
Virginia University,
Science, Preparatory Mathematics.

LOUISE J. SMITH,
A. B., George Washington University,
Ancient Languages.

LORAIN FORTNEY, PH. D.,
West Virginia University and Western University of Pennsylvania,
Chemistry and Physics.

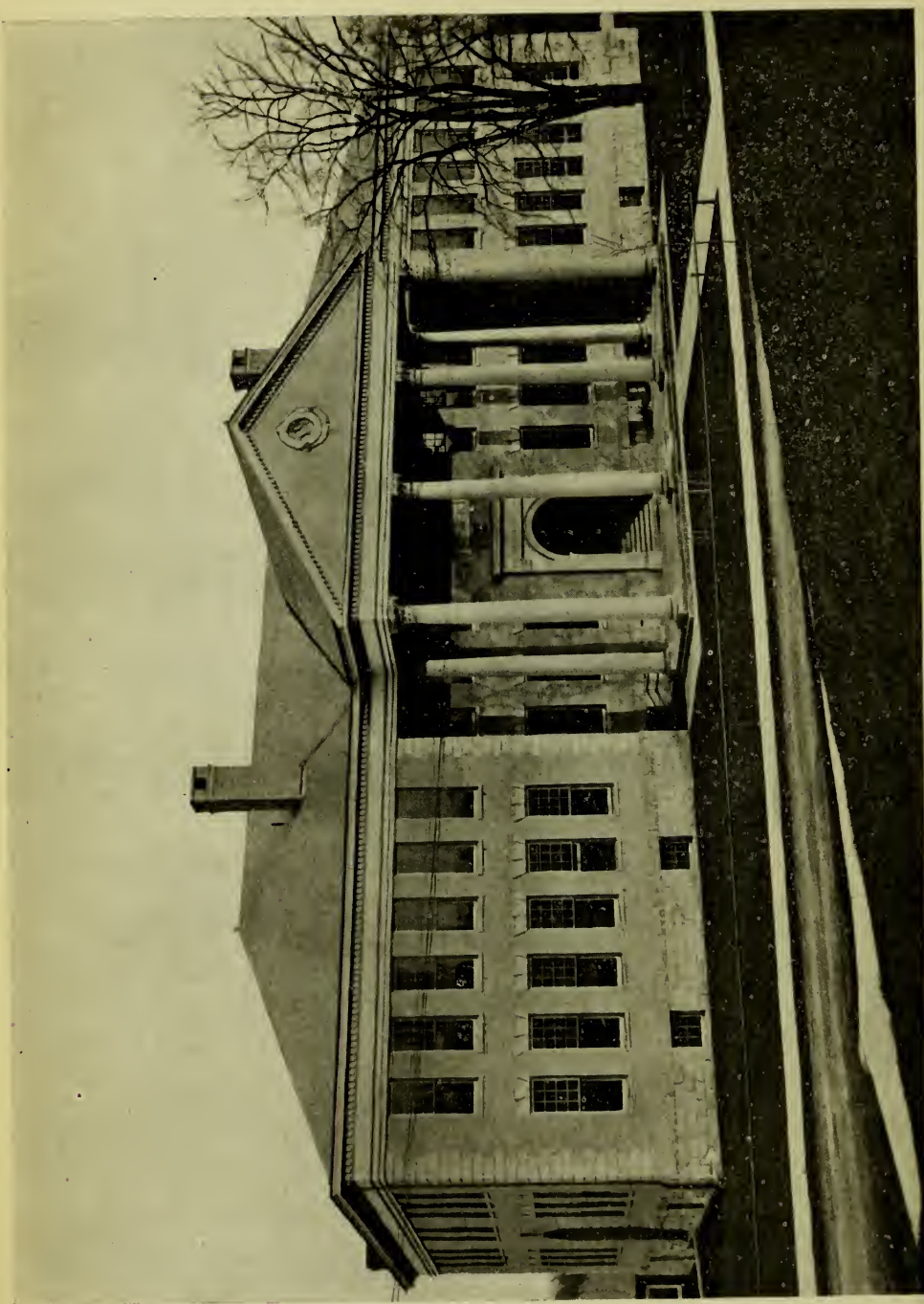
FRIEDA BEINHART,
A. B., University of Cincinnati,
Training Teacher and in charge of Model School.

HARRIET S. HALE, A. B.,
Spring Term Assistant.

ELEANOR BLANCHE BARNES,
Graduate West Virginia School of Music,
Music.

ROBERT P. MCGARRY,
Graduate Shepherd College State Normal School; Graduate
King's School of Oratory.
Expression, Drawing and Special Assistant.

REV. CHARLES GHISELIN, D. D.,
Young Men's Bible Class.



COLLEGE BUILDING.

SHEPHERD COLLEGE STATE NORMAL SCHOOL.

HISTORY.

Shepherd College dates its founding as a State Normal School to an Act of the Legislature of West Virginia, passed February 27, 1872; but it had its incipency in a classical and scientific school styled "Shepherd College," certificate of incorporation of which is on record at Charleston, January 12, 1872. As an inducement to secure a Normal School here the trustees of this private school offered its building to the State free of charge for use as a State Normal School, which offer was promptly accepted, and work under State control began here in September, 1873.

LOCATION.

The location of the school is most ideal. Situated in the charming old town of Shepherdstown, nestled on the cliffy crags of the beautiful and historic Potomac which sweeps in graceful curves across the Shenandoah Valley at this point, remarkably free from all insidious fevers and diseases, with a wholesome social and moral atmosphere, an educated and cultured community, comparatively easy of access, it offers unsurpassed attractions and advantages to the earnest student.

The school is located on scenic and historic ground. To the east loom up the fine wooded sides of the Blue Ridge, and to the west those of the North Mountain. The Potomac river flows past the town and affords fine boating and fishing, while on its farther bank is the old historic Chesapeake and Ohio Canal which, with its canal boats drawn by mules, forms even in this day of railroads an important means of transportation. To the south and north spreads out the broad, beautiful and historic valley of Virginia. Three miles to the north is Sharpsburg and the battlefield of Antietam with its fine monuments and National Cemetery, while some seventy miles to the south is the famous Luray Cavern. The same distance to the east is Washington, the nation's capital. All of these things cannot

fail to leave their permanent impress on the mind of the observant student.

HOW TO REACH SHEPHERDSTOWN.

Shepherdstown is on the Norfolk and Western Railroad, which connects with the main line of the Baltimore and Ohio Railroad at Shenandoah Junction, six miles to the south; or with the Western Maryland Railroad at Hagerstown, Md., eighteen miles to the north. Students who live on or near the Baltimore and Ohio lines will come via that road to Shenandoah Junction, from which point they may come via the N. & W. to Shepherdstown. The connections between these roads are at times so poor that many who come by that route find it much more convenient to drive from Shenandoah Junction to Shepherdstown, being a comparatively inexpensive drive over six miles of the Shenandoah Valley. Conveyances may be secured at Shenandoah Junction or ordered from Shepherdstown in advance. Those who live on or near the Western Maryland lines will purchase tickets to Hagerstown, at which point they take the N. & W. train for Shepherdstown, the connections at this point being most excellent at this time, students being able to reach Shepherdstown before night of the same day of starting from points as far distant as Elkins. This is decidedly the best route for all to whom it is accessible. Students from Hardy and Pendleton counties and neighboring districts would perhaps find it to their advantage to make for a point on the Baltimore and Ohio Southern, then to Charles Town; and thence to Shepherdstown over the Norfolk and Western. As will appear from the above Shepherdstown is not an inaccessible place as is sometimes supposed by those who live in the Trans-Alleghany portion of the State. It can be reached in a single day from all railroad points in a large majority of all the counties of West Virginia.

THE FACULTY.

The Faculty, as appears elsewhere in this catalogue, is composed of the Principal and nine assistants. The teachers are elected annually by the Board of Regents, and are men and women of liberal education, good character, high ideals, and successful teaching experience. Nearly all the members of this faculty are graduates of colleges or universities and the teaching experience of each amounts to many years. The work of the school is divided into departments, and each teacher is assigned the department of the work for which he has special training. In this way the teacher becomes a specialist in his line of work, and the instruction given is of a much higher order than is the case where the instructor is compelled to teach a number of unrelated subjects.

THE STUDENTS.

Good teachers cannot alone make a good school. Good students are nearly as essential to a school's success as is a good faculty. A hearty co-operation, mutual sympathy, and mutually earnest work, of faculty and students, condition the success of any school. This condition happily prevails in Shepherd College Normal. Our young men and young women are the choicest of the young element of this region of country. They are singularly free from vice, corrupting habits and coarseness; and are studious, obedient and charitable. These qualities assure for them the high regard of the teachers, and mutual respect is the inevitable result. This adds greatly to the quality and effectiveness of the work of the school.

CONDITIONS OF ADMISSION.

An age, an educational and a moral qualification are required for admission to this school. Students cannot be admitted under fourteen years of age. A fair knowledge of the common school branches is a pre-requisite to entrance. High school, graded or country school diplomas and teachers' certificates are always accepted as evidence of sufficient scholarship for entrance upon our work, though the school by no means waives the right to assign students armed with even these good evidences of scholarship such of the preparatory work as they would seem, in the judgment of the Principal, to be deficient in. The amount of credit given by this school for work done elsewhere is, therefore, not absolutely determined; but a liberal policy has been pursued in all cases where assurance was had that such work was done in a creditable manner and that the student would not be handicapped by the lack of an adequate amount of fundamental preparation. It must be distinctly understood that students will not be permitted to pursue advanced work unless they have first fully satisfied the entrance and preparatory requirements upon which the advanced work is based. Only students of good character will be admitted.

When the above requisites are possessed, the applicant may, with the permission of the Principal, be enrolled as a student in the school.

TUITION.

Tuition is free to all West Virginia students.* This applies to both the Academic and Normal departments, but does not apply to the departments of Music and Elocution, in which reasonable tuition charges are made.** Students from outside the state, and others

*All students are required to pay an incidental fee of two dollars per term. All fees and tuitions are payable in advance.

†For the amount of tuition, see the matter descriptive of these departments on subsequent pages of this catalogue.

entitled to receive instruction in this school by reason of their age or othrewise, will be required to pay tuition at the rate of six dollars per term of twelve to fourteen weeks, except that students of the model school will be charged tuition at the rate of one dollar a mouth.

DISCIPLINE.

Students who will not cheerfully conform to the principles of propriety and right conduct will not be permitted to continue here. As long as the student does right, he will stumble against no rule; but when he fails to do that, he can expect to have his sphere of action circumscribed by rule and regulation of the character that his case will seem to require. It is our object to have such order and discipline as will conduce to the best work of the school and of each individual student in it. The students are taught to be largely self-governing and are made to feel responsible, each for his own conduct and in a measure also for the conduct of his fellows. In this way is engendered in the heart and mind of the student both a feeling of personal responsibility for his own conduct, and a lively interest in the conduct of others and in the general welfare of the school.

SCOPE AND PURPOSE.

Recent legislation in our State has made it possible for the Normal Schools to become more specifically teacher training institutions. The Normal Diploma now receives recognition under the law as the equivalent of a number one teachers' certificate. This fact establishes for these schools a definite aim and scope and makes them chiefly and characteristically *Normal Schools*. The training of teachers for their profession is, therefore, our chief business. This does not imply, however, that the academic features and courses have thereby lost in importance; for, at the present stage of development, academic must go hand-in-hand with professional training in these schools. For that reason, excellent academic courses are offered in addition to the professional, as may be seen by examining the courses of study on subsequent pages of this catalogue. The completion of any one of these courses ensures the graduate ample "credits" for entrance, without examination, to the State and other universities. Indeed, our graduates usually get "advanced standing" in all the colleges and universities to which they go, which fact enables many to graduate in three instead of four years from these institutions of higher learning. Not least among our aims is always and ever the training for intelligent citizenship—social efficiency. It is a well-known fact that many of the most useful citizens of this

State have laid the foundation for their successful careers in our State Normal Schools.

VALUE OF DIPLOMAS.

Any diploma of the State Normal Schools is accepted by our State University as entitling the student to enter the Freshman class without examination, additional advanced standing being often accorded students in the subjects satisfactorily completed here. Other colleges and universities also recognize our work, and our graduates usually maintain a high and honorable standing in the higher institutions of learning to which they go. Our best graduates finish the bachelor's work in the State University in three years.

The Normal Diploma granted by the West Virginia State Normal Schools has received recognition by seventeen States of the Union, entitling the holder to a teachers' certificate without examination. By an Act of the last Legislature, our own State now makes our Normal Diploma equivalent to a number one teachers' certificate, good to teach in any school under State control without examination. This will have the effect of making these schools more useful than ever before to the State, and it will tend to put school teaching gradually on a professional basis. The Normal Schools are fully alive to this great opportunity and responsibility, and shall strive to give a good account to the State of their stewardship.

Good teachers are in unusual demand at this time, and this demand is constantly growing. The Principal of this school has had more calls to good positions for Normal graduates than he was able to respond to during the past few years. The superintendents and principals of our towns and cities are coming to value the Normal graduate at his true worth, and the boards of education of our district schools show that they appreciate the difference between the trained and the untrained teacher. Normal School graduates are in demand, and will be more and more in demand.

EQUIPMENT.

BUILDINGS.

The school has now three large and commodious buildings in which to carry on its work. The oldest of the three is the original Shepherd College. This was transferred by perpetual lease to the Board of Trustees of Shepherd College by Shepherd Brooks, Esq., of Boston. This Board, which is a self-perpetuating body, put the building at the State's disposal for normal school purposes at the

school's first founding; and it was the sole home of the school continuously 'till 1897. when the school occupied a new building erected just north of the College, which was destroyed by fire in the spring of 1901. The "College" is now used as a music hall and is also headquarters for the Young Men's and Young Women's Christian Associations. It contains six commodious rooms.

Adjoining the above is Shepherd College Hall, which was erected in 1889 by the citizens of Shepherdstown and was put at the disposal of the school. It was used until recently for commencement exercises, lectures, receptions, etc., and was the place for holding chapel services. It is now headquarters for the model school and also serves for cadet drills, etc. It has a seating capacity of about four hundred.

The new Shepherd College building was completed and first occupied in the spring of 1904. The cut of this structure, which appears elsewhere in this catalogue, shows its magnificent proportions and architectural beauty. It is thoroughly modern and well appointed. The basement contains a large gymnasium, lavatories, toilet rooms, and several rooms adapted to laboratory uses. The first floor contains the principal's office, general office, study hall, library, cloak rooms, and six commodious class rooms. On the second floor are found a fine auditorium, with a seating capacity of about seven hundred, two literary society halls, three class rooms, cloak rooms, etc. This building, as also the others, is heated by hot water. The boiler-house is a short distance from the main structure. Water for lavatory and other uses is pumped from a cistern to all parts of the building. Water for drinking purposes is supplied from a good well. The building is lighted by electricity. The grounds have been beautified by the planting of trees, shrubbery and flowers.

LABORATORIES.

The science work of this school has been greatly reinforced in recent years by steady additions to the laboratories. Of these, the physical and chemical are best equipped. These are now among the best laboratories of their class in the State, and our students have unusual facilities for carrying on experimental work along these lines. Good beginnings have also been made in geological, zoological, botanical and agricultural laboratories, and considerable work in practical experimentation is done in connection with the teaching of these subjects. Through the great courtesy of the Crucible Steel Company of America, a splendid collection of iron ores and iron and steel specimens was added last year to our laboratories.

Aside from the regular laboratory equipment above referred to, every department in the school possesses many of the most modern accessories for the more effective prosecution of its work.

THE LIBRARY.

The library occupies a handsome and exceptionally well-lighted room adjoining the study hall. It is open from 8 A. M. until 4:30 P. M., and students have access to all books on its shelves. Books may be taken out and kept not exceeding two weeks. It contains over 3,000 well-selected bound volumes and several hundred pamphlets, periodicals and magazines. The library is used also as a reading room, and on the tables and racks may be found over three score of the best current magazines, periodicals and newspapers. This equipment is being very rapidly added to, important additions being made to it each year.

RELIGIOUS INFLUENCES.

It is not to be supposed because this is a State school and in no way connected with any religious denomination or sect, that it encourages any the less character-building and religious living. On the contrary, it is often found that the moral and religious atmosphere that pervades State schools such as this is in every way as wholesome and as conducive to upright Christian living as that of schools which are under the domination of some religious sect.

THE CHURCHES.

Students are expected to attend at least one service each Sunday in the church of their choice. Shepherdstown has most excellent advantages in this regard, there being no fewer than seven churches having regular services, presided over by a clergy of unusual ability for so small a town. Students are welcomed to their services by both pastors and congregations and find here a pleasant church home. Many of the students are active workers in the Sunday schools and churches, as are also members of the faculty, most of whom are active church members.

CHAPEL SERVICES.

Each day the faculty and students of the school assemble in the auditorium for religious worship. This consists of singing, prayer, and the reading of the Bible. This is also a convenient time for making announcements. These services are periodically con-

ducted by the pastors of the churches of the town, to whom a word of thanks is herewith extended for their helpful interest in this work.

EXPENSES.

Few schools of similar grade in this State or elsewhere can offer students as reasonable an expense account as can Shepherd College Normal. No tuition is charged students from this State pursuing any of the regular courses of studies. No fees are exacted except an incidental fee of \$2.00 per term. This is payable in advance. Subjoined is a table which exhibits a careful estimate of a student's minimum and maximum necessary expenses for a year of forty weeks:

Board, nine months, at \$12 to \$14 per month,....	\$108.00	to	\$126.00
Books and Stationery	8.00	"	15.00
Laundry	6.00	"	9.00
Incidental Fees	6.00	"	6.00
	<hr/>		<hr/>
	\$128.00		\$156.00

To this should be added traveling and incidental expenses, which will vary with the distance traveled in coming to the school, and with the personal habits and inclinations of the student.

BOARDING.

We have no dormitories here. Students board with private families or may organize students' boarding clubs. At present there are no such clubs, but many of the best homes in the town accommodate student roomers and boarders, and students seem so well satisfied with their treatment there that no suggestion has been made to start a club.

The Faculty has jurisdiction over these boarding places, and persons who keep student boarders are required to enforce any regulations in reference to the conduct of students in their homes as it may from time to time find necessary to prescribe.

Different sexes are not allowed to board at the same place except by permission of the Principal.

Persons desiring to furnish boarding and rooms to students are expected to make the fact known to the Principal, and to submit rates for the same.

Students are given option between approved boarding places. In no case are they compelled to board or room at a place that proves distasteful to them. Their comfort and welfare are always

the paramount consideration in assisting them to find suitable lodgment.

Students are assisted in finding suitable boarding places by the Principal and by the Y. M. C. A. and Y. W. C. A. organizations in the school.

RECORD OF STUDENTS.

SYSTEM OF GRADING.

Students are graded on the following basis and scale: 100 is taken as the maximum, 0 as the minimum per cent. A certificate of completion is granted a student when he has attained an average of 75 per cent. on a branch. In this average, recitation counts half and examinations half. In order to be recommended for a diploma of graduation, however, a student must have attained an average, on all the studies required in the course, of 80 per cent. A grade between 95 and 100 per cent. is considered very good, between 85 and 95 good, between 75 and 85 passing, under 75 failure. Students who do not make an average, on the majority of subjects pursued, of at least 75 per cent., are liable to be dropped from the rolls of the school, or required to pay tuition at the rate of \$2.00 per month.

REPORTS.

At the close of each term a written report is sent the parent of every pupil in attendance here, showing the standing of the pupil in the work pursued, and also including his deportment grade. This latter is based upon the student's general conduct in and out of school, while under the teacher's observation. The regulations of the school are on such a broad and liberal basis that it is possible for the earnest, industrious and well-behaved student to make the maximum of 100 per cent. The conduct of students making 75 per cent. or under in deportment, during any one term will be subject to special investigation by the Principal, and unless there is marked improvements during the following term the student is liable to suspension.

THE PERMANENT RECORD.

In the Principal's office is kept a permanent record of every student enrolled. On this record are entered the grades, both study and deportment, of each student, which are sent out on the term reports to the parents, together with the record of any other work that may be from time to time required. A card record is also kept

by the Principal and by each of the instructors, as well as also a class-book record. In this way the progress of each student is carefully noted, and advice and encouragement are given all who seem to need it. Careless and indolent students will not find a congenial atmosphere in this school.

CREDIT FOR WORK DONE ELSEWHERE.

Credit will be given students for satisfactory work done in other Normal Schools of the State, and also for work completed in such high schools, academies, seminaries, etc., as will seem, in the estimation of the Principal, to deserve accredited standing. Before receiving such credit, students must present a written statement from such schools, signed by the principal or superintendent, setting forth in detail the work satisfactorily completed there.

FREE SCHOLARSHIPS.

THE WASHINGTON AND LEE UNIVERSITY SCHOLARSHIP.

President Denny of the Washington and Lee University has put at the disposal of the Faculty one Annual Free Scholarship in the academic or engineering department of his school. This scholarship is to be awarded to a member of the senior class who has shown himself extra proficient in his studies, and entitles the holder to free tuition in either or both of these departments in the University.

THE TULANE UNIVERSITY SCHOLARSHIP.

President Craighead of Tulane University has also put at the disposal of the Faculty one annual scholarship in his university. This is also to be awarded to a member of the senior class, and entitles the holder to free tuition in that school.

THE READING ROOM.

In connection with the library, a reading room is maintained by the school which is supplied with much current literature. This reading room is open every school day from the opening of school 'till half-past four o'clock in the evening. This room is also kept open on Saturdays.

The following periodicals are among those found on the reading table:

MONTHLY.

American Education	The Ladies Home Journal
The Arena	McClure's Magazine
The Atlantic Monthly	The Musical Courier
The Bookman	The North American Review
The Century Magazine	The Normal Instructor
Current Literature	Everybody's Magazine
The Educational Review	School Science and Mathematics
The Educator	Review of Reviews
Country Life in America	Harper's Weekly
The Outlook	American Agriculturist
The Independent	The Literary Digest
Suburban Life	World Today
Educational Foundations	The West Va. School Journal
Journal of Education	The World's Work

WEEKLY.

*The Advocate of Peace	*The Tygart's Valley News
*The American Economist	The New York School Journal
*The Farmers' Advocate	*The Post, Berkeley Springs
*The Independent, Shepherdstown	The Pathfinder
*The News, Morgan County	The Scientific American
*The Hampshire Review	*The Shepherdstown Register
The Independent, New York	The Survey
The Literary Digest	*The Virginia Free Press
*The Morgan Messenger	*The Weekly Examiner
The Outlook	The Youth's Companion
*The Grant County Press	*The Elkins Inter Mountain
*The Clarke County Courier	*The Spirit of Jefferson

DAILY,

Washington Post	Wheeling Intelligencer
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The exchange list of The Picket, the school paper, numbering about fifty sprightly, newsy school papers, may also be found on the reading tables.

LITERARY SOCIETIES.

There are two flourishing literary societies in the school—the Ciceronian and the Parthenian. They are volunteer organizations, and hold meetings every Friday afternoon during the school year. They are, of course, presided over by students of the school, which affords all a most excellent opportunity of acquainting themselves with parliamentary usage and custom. Primarily, they are for the purpose of developing and nurturing, in the most practical way, a taste for, and the ability to do it, literary work of merit. This they are accomplishing in a very satisfactory manner, as is attested by the success of our students and graduates in literary contests. The annual Inter Society Contest is doing much to stimulate the work of the societies.

Following are the names of the contestants for this year's literary society contest, held on the evening of June 8:

Ciceronian	Parthenian
Debaters	
Negative, E. L. Magruder	Affirmative, C. W. Crowell
Orators	
Asna L. Hause	W. V. McNemar
Declaimers	
Minnie B. Stephens	Jessie Rae Custer

The question for debate was: Resolved, That the "Right of Suffrage in the United States Should be Given to Women."

THE L'EXTEMPO SOCIETY.

Under the above name, a number of the most earnest young men organized themselves, last year, into an extemporaneous debating club which meets every Friday night in one of the literary society halls. Once each month public meetings are held to which all visitors are welcomed. Only members may attend and participate in the other meetings. All debates must, of course, be delivered extemporaneously. The advantage of this training is already apparent to the watchful observer, and this society promises to soon take its place beside its older contemporaries.





PARTHENIAN LITERARY.



L'EXTEMPO.

President—H. J. Stuckey, Treasurer—K. T. Rexrode,
Vice-President—Frank Yates, Reporter—L. S. McDaniel,
Secretary—H. M. Harr, Critic—O. W. Snarr,
Sergeant—C. N. Harper.

OFFICERS OF VARIOUS ORGANIZATIONS.

CICERONIAN LITERARY SOCIETY.

President—Wilbert Cunningham, Treasurer—H. C. Poffenberger,
Vice-President—R. E. Roulette, Reporter—R. M. Golladay,
Secretary—Elizabeth Banks, Critic—Edith Moffett,
Sergeant—Edgar Knott.

PARTHENIAN LITERARY SOCIETY.

President—Charles Harper, Treasurer—Victor Myers,
Vice-President—Walter Vance. Reporter—Mary Donley,
Secretary—Evelyn Billmyer, Critic—Herbert Harr,
Sergeant—O. D. Lambert.

Y. M. C. A.

President—R. M. Golladay, Secretary—O. W. Snarr,
Vice-President—Victor Myers. Treasurer—Roger Clapham,
Picket Reporter—W. A. Prilliman.

Y. W. C. A.

President—Abbie Banks, Secretary—Ruth Licklider,
Vice-President—Rachel Snyder, Treasurer—Kathryn Beltzhoover,
Picket Reporter—Pearl McCaffrey.

ENGLISH CLUB.

Head—Herbert Harr, Seekers—
Scribe—Grace Wentling, R. E. Roulette,
Counsel—Lynne Waddell, Louise Sigler,
Vice-Counsel—Rachel Snyder.
Watch—E. W. Morrow.

DIE DEUTSCHE GESELLSCHAFT.

The Schubert Club, Bird Club,
Book Club, STUDY CLUB.

CHRISTIAN ORGANIZATIONS.

Y. W. C. A.

A branch of the Young Women's Christian Association has been established in this school since 1903. Since its first organization it has been steadily increasing in its membership and good influence in the school. While the religious life and moral culture are its chief aim, it also promotes the social side of school life. The Association has already done much to make the girls who come to school here for the first time "feel at home," and the example of these Christian girls, is, as a rule, worthy of emulation; so that their influence for good has already been felt in many directions, and the Association gives promise of increasing its usefulness in future. They now occupy as their home an attractive room, which they have themselves furnished, in the old building.

Y. M. C. A.

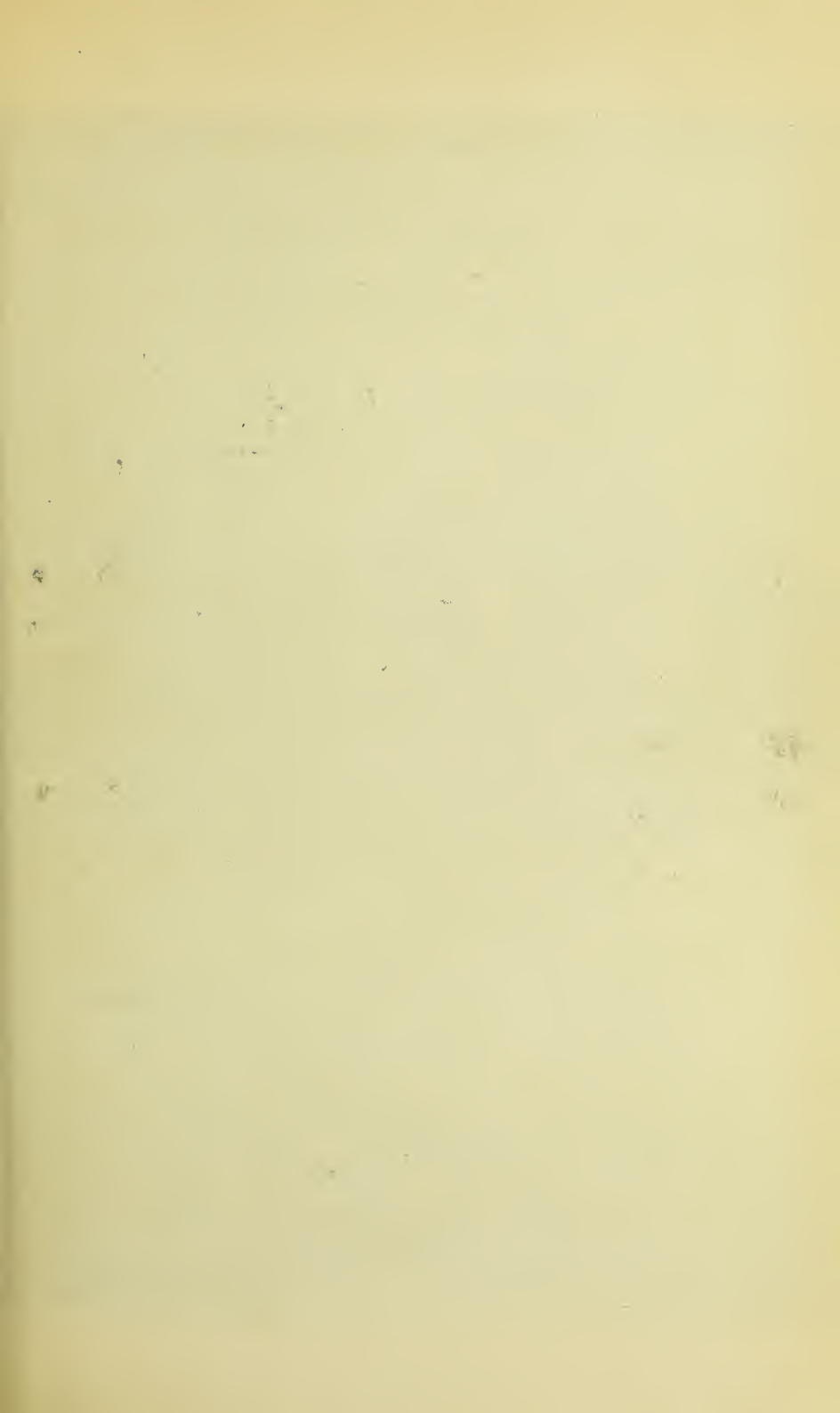
The Young Men's Christian Association dates its beginning here to the winter of 1903-04. Much of what has been said of the Y. W. C. A. applies equally well to this organization. The influence of these young men, banded together for the purpose of mutual assistance in Christian living, has been no uncertain factor in the moral upbuilding of the school. They also own a room in the old building, which has been set apart for them and which has been suitably furnished.

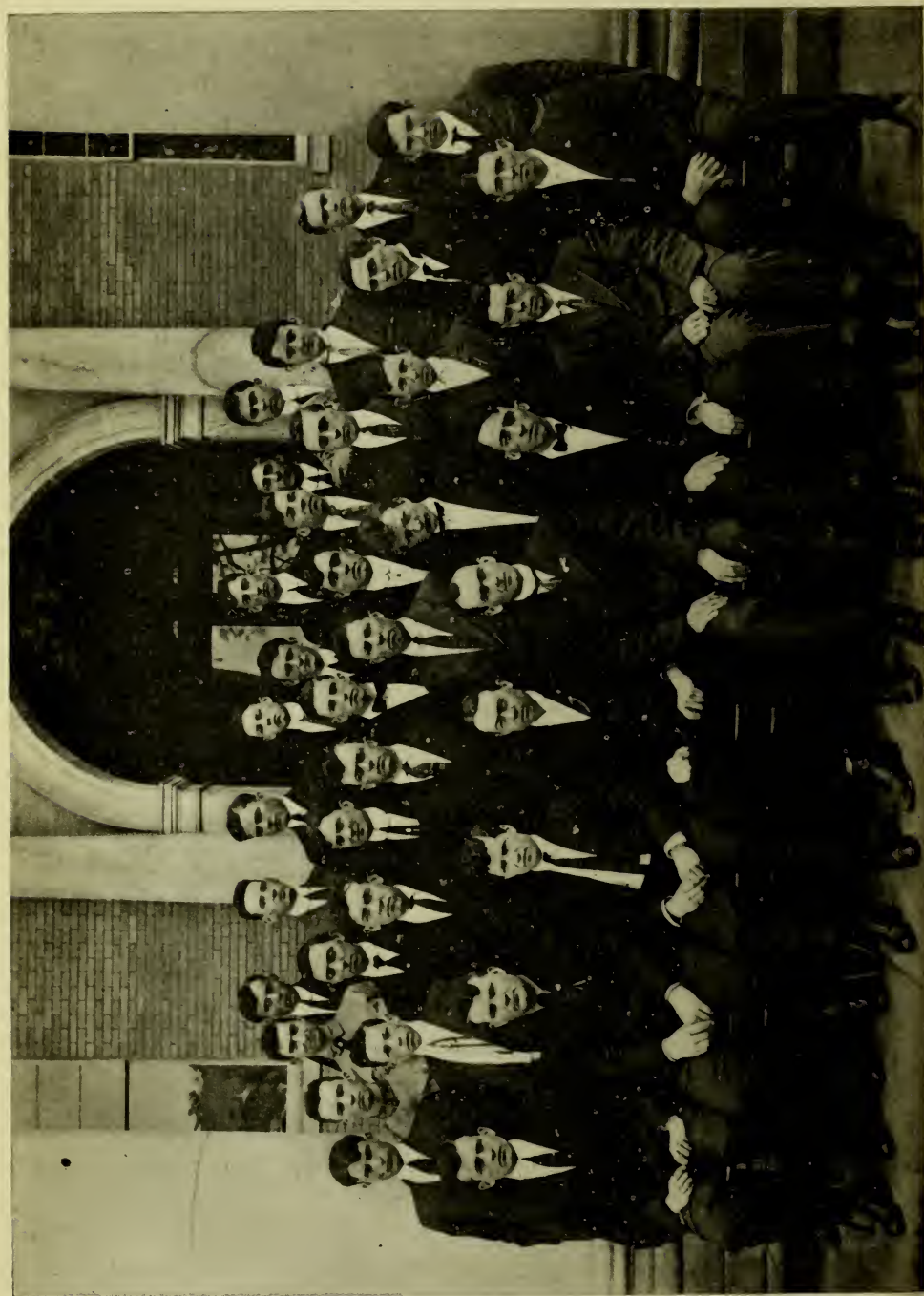
RECEPTION OF NEW STUDENTS.

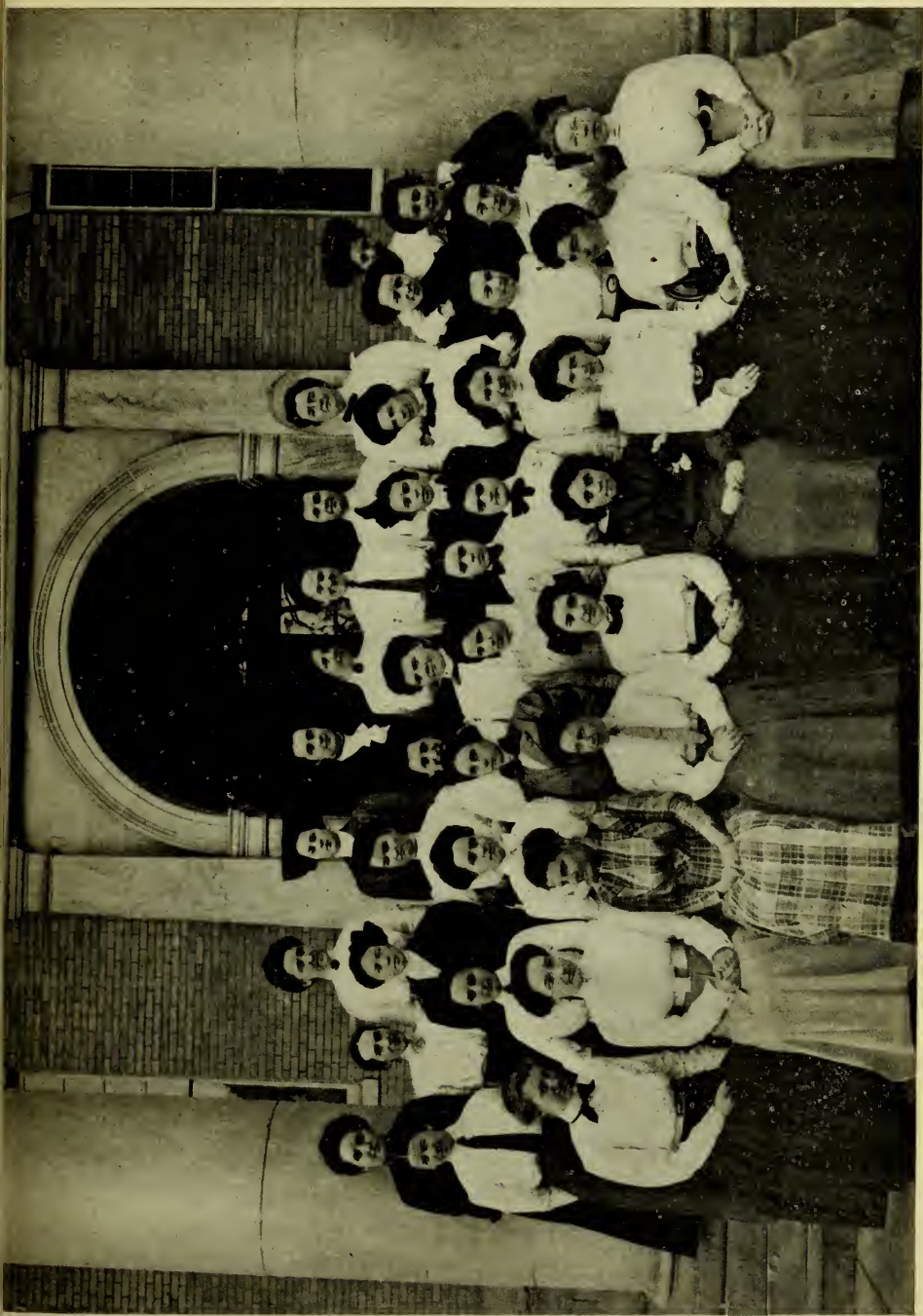
For several days during the opening of school each term committees from the Y. W. C. A. and Y. M. C. A. of the school go to all trains to receive new students and to accompany them to the school buildings and to their boarding places. Students need have no fears, therefore, that they will not receive immediate and courteous attention as soon as they arrive in Shepherdstown.

SOCIAL DIVERSIONS.

Social diversions of a pleasing and cultural character are not lacking here. Receptions are given each year by the Faculty to the students, who, in turn, give receptions to the Faculty. The various organizations also receive at stated intervals. All of these functions are given under proper supervision and they do much toward bringing about that cordial and sympathetic relationship between Faculty and students that is so characteristic of this school.







Y. W. C. A.

SHEPHERD COLLEGE ORCHESTRA.

Several members of the school in conjunction with citizens of the town form this musical organization. Much of the music for entertainments during the year and for Commencement is furnished by the orchestra. The school furnishes instruments and instruction free of charge, and in other ways encourages this worthy organization.

SHEPHERD COLLEGE ATHLETIC ASSOCIATION.

In the spring of 1907, an athletic association was organized by the students under a constitution sanctioned by the Faculty. This association assumes general control of nearly all athletics in the school. A small admission fee is charged, together with small monthly dues, in return for which members have free access to the athletic equipment of the association and the school and are admitted free to all games played on the home grounds. Under the auspices of this organization an annual field meet is held during commencement week. As an outgrowth of this, an annual inter-scholastic meet between Shepherd College and St. James School was last year instituted. The names of the officers for 1910-'11 are:

ATHLETIC ASSOCIATION.

President—R. E. Roulette,	Treasurer—E. D. McGarry,
Vice-President—D. R. Dodd,	Reporter—Walter Vance,
Secretary—Mary Armstrong.	Sergeant—W. A. Prilliman.

BASEBALL.

Good baseball teams are organized each year, and a number of games are played with neighboring schools. The teams possess a complete equipment in uniforms, masks, protectors, gloves, etc., and always give a good account of themselves.

TENNIS.

Senator Getzendanner, of Charles Town, has kindly put at the disposal of the school a town lot, conveniently situated, for this excellent out-door game. The lot was graded and put in good condition by the school, and it has done much to stimulate an interest in this excellent game.

CROQUET.

Croquet sets are also furnished the students by the school. While this is an old game, it is still enjoyed by many who prefer it to games requiring more violent exertion.

BASKET BALL.

Basket ball has proved very popular here for a number of years. Teams are usually organized by both young men and young women of the school, and interesting games are played by these organizations. The gymnasium now is a most excellent place for this sport, being convenient for both players and spectators.

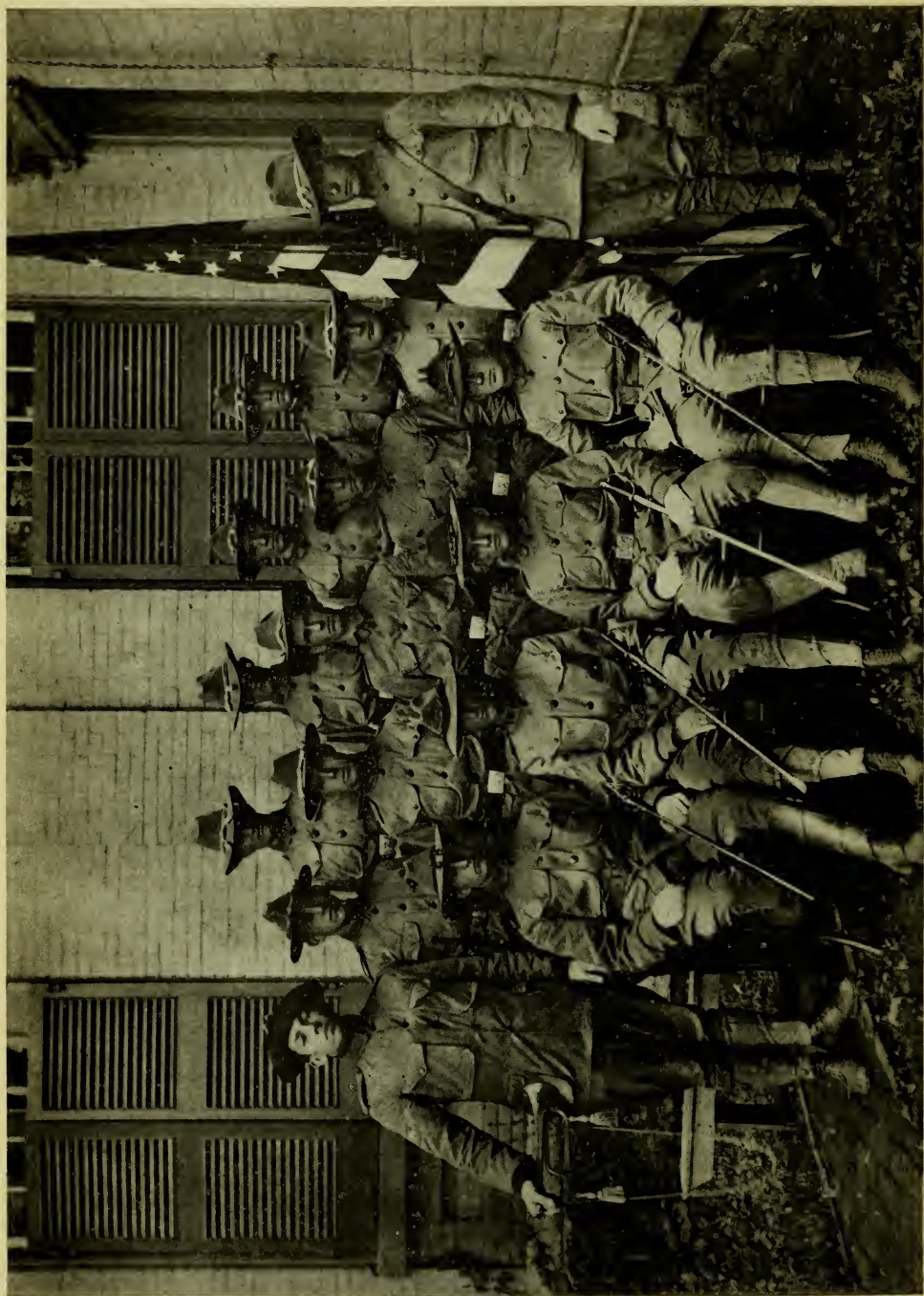
THE GYMNASIUM.

In a climate like ours, where during much of the year the weather is unfit for out of door sports, it is essential that schools have gymnasiums of dimensions adequate to admit of various indoor games and exercises, and equipped with all needed appliances for the development of the "physical man." Shepherd college possesses such a gymnasium. It occupies a large part of the basement of the new building, and is equipped with first class gymnasium appliances, making it one of the best equipped gymnasiums in this section of the country.

THE SHEPHERD COLLEGE CADET CORPS.

This organization has been a permanent feature of the school since 1902. It is composed of volunteers from among the young men of the school, and much interest has been manifested in it during its entire existence. Its organization is similar to that of a company of infantry of the United States Army, and it possesses a complete equipment in Springfield rifles, belts, bayonets, and other accessories, the officers being provided with handsome swords. A beautiful flag, a bugle, fife and drums also add materially to its equipment.

The Corps is uniformed in cadet gray in winter and in khaki in summer. The gray uniform is an exact pattern of that worn by State Cadets at West Virginia University; except that our cap is patterned after that of officers in the U. S. Army, and is surmounted by a gold wreath encircling the letters "S. C. C." The collar of the blouse is also decorated with the letters "S. C., W. V.," and with silver service bars. The khaki is similar in all respect to that worn by U. S. troops.



Hour drills are given twice a week, and the Corps has mastered many of the evolutions, of the squad, platoon and company as prescribed in the latest revised U. S. A. Infantry drill regulations, besides the manual of arms, firing and many of the ceremonies.

Through the courtesy of Gen. C. D. Elliott, Adj. Gen. of W. Va., the Cadet Corps had the benefit of a month's drill and instruction by Sergt. Albert Gimm, of the United States Army, who is on detail with the National Guard of this state. Sergt. Gimm's work with the corps was very helpful, and we highly appreciate the favor thus shown us, and shall hope for the return of the Sergeant next year.

CADET ROSTER.

STAFF AND NON-COMMISSIONED STAFF.

Thomas C. Miller, Commandant of Cadets.
Cadet Lieutenant, C. D. Billmyer, Adjutant.
Cadet Sergeant, W. D. Himes, Chief Musician and Quartermaster.
Cadet Sergeant, Leo Smith, Color Sergeant.
Cadet Private, W. J. Cunningham, Adjutant's Clerk.

INFANTRY COMPANY.

Cadet Captain, D. R. Dodd, Commanding.
Cadet First Lieutenant, B. S. Pendleton, Jr.**
Cadet First Lieutenant, M. R. Dodd.
Cadet Second Lieutenant, D. P. Knode.**
Cadet Second Lieutenant, W. P. Sperow.

SERGEANTS.

C. F. Lyne, E. D. McGarry, Leo Smith, Roger Clapham.

CORPORALS.

Guy Crigler, Walter Vance, John Perks.

LANCE CORPORALS.

Ferd Snyder, Frank Yates.

PRIVATES.

Bell, C. E.	Golladay, R. M.*	Kearfoot, W. E.	Shepherd, Henry*
Bowley, Vaughn.	Griffith, Leith	Link, A. B.**	Sperow, Chas.
Childs, David	Hardin, W. E.	Miller, Leo	Stuckey, H. J.
Daniels, William	Harper, C. N.	Miller, E. W.**	Snarr, O. W.
Dolly, Don C.	Harr, H. M.	Miller, William*	Snyder, Nelson
Flynn, Luther	Haught, W. W.	Myers, V. C.	Snyder, O. L.
Fulk, William	Hiveley, W. A.	Phillips, H. T.	Watson, J. O.
Fultz, J. A.	Jones, Charles	Porterfield, M. H.	Wiest, P. F.
Gates, C. R.	Kearfoot, J. P.**	Rexrodd, K. T.	Williamson, S. G.

SIGNAL SECTION.

Cadet Lieutenant, C. D. Billmyer, Commanding.

SERGEANTS, FIRST CLASS.

G. C. Weltner,** C. M. Williams.

CORPORALS.

H. C. Poffenberger, R. E. Roulette.

PRIVATES.

H. S. Criswell, N. C. Hardin, Ira M. Derr, H. W. Morrow.

**Left school before the close of the year.

*Dropped from the roll.

EDITORS AND PUBLISHERS.

We wish to express our thanks to editors and publishers throughout the Eastern Panhandle and elsewhere for occasional mention of our school in their columns. The generosity manifested by many in PROCTOR PROCTOR ..' PROCTOR PROCTOR placing copies of their papers on file in the Reading Room of the school has been thoroughly and gratefully appreciated.

COUNTY SUPERINTENDENTS.

We take this opportunity to thank the county superintendents of the Eastern Panhandle and elsewhere for their co-operation in the past. We hope to merit these favors in the future. This school is

yours. It belongs to no county, but to the people of the state. It frequently involves upon you to give intelligent advice to teachers and prospective teachers as to where to go to school. It is sometimes your duty to advise teachers in your county to go away to some good school in order to secure adequate preparation for effective teaching. We are trying to make the school so useful to teachers and to the free schools that we confidently believe we merit your recommendation. See to it that your teachers come here for their education rather than that they go to inferior schools. It is your privilege, too, to inspire the graduates and advanced pupils of the schools of your counties to secure a higher education. Don't fail to tell them what the state provides for them at Shepherd College Normal.

VISITORS.

This school is always open to the public. Parents and guardians are cordially invited to visit it often, and learn what it attempts to do.

School committees, superintendents and teachers are especially invited to visit the school and make themselves familiar with its work. They will be welcome at all times, and for any length of time.

ALUMNI.

This association now numbers some 372 members. It holds regular exercises and a banquet each year, one day of commencement week.

It is confidently expected that all graduates take a lively interest in the welfare of the school. Their active interest and co-operation are earnestly solicited. The faculty desires to be informed of the success of the graduates, and also to render them professional assistance as far as possible.

It is the desire of the principal to know the permanent address of each and every graduate of this school for insertion in the catalogue. Any change in residence or occupation, if made known, will be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHER'S REVIEW COURSES.

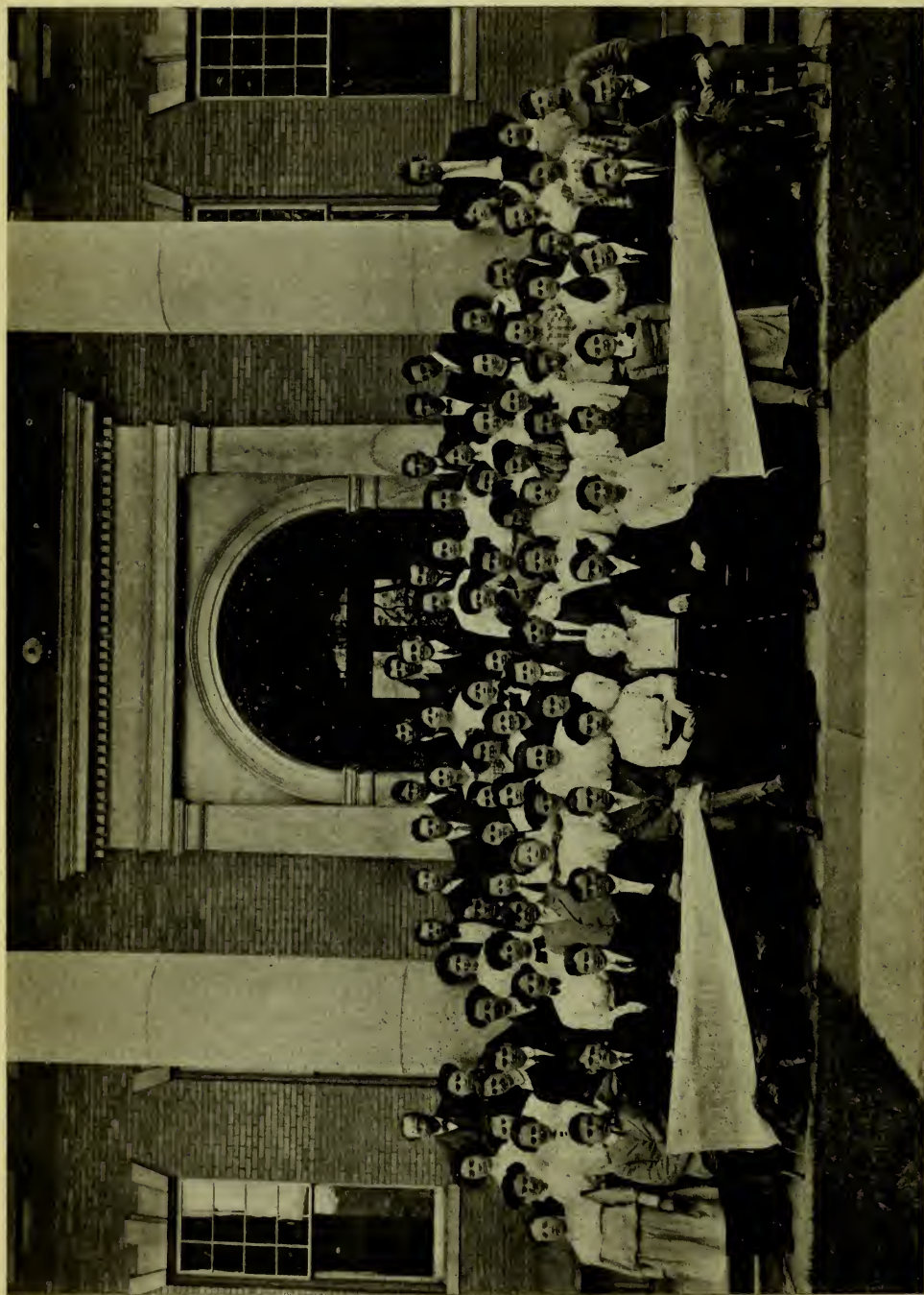
Shepherd College has had during every spring term for some years a so-called teachers' training and review course. This is designed specially to afford all who have already taught school, or who

expect to try the teachers' examinations with a view to entering on the teacher's calling, an opportunity to gain a more thorough knowledge of the subjects upon which they have to pass examination for their certificates and which they have to teach in their school rooms. All the common school branches are reviewed with such thoroughness that a term's recitations in any one branch will permit. It is easily seen that where a student has had a good common school training he can get, in most subjects pursued for one term here, so thorough a grounding that he need not fear the uniform examination in those subjects; on the other hand, if he lacks the preliminary training, he may not be able to put himself square with the examination by one term's work here. We have been gratified to note that most of our teachers' training students have been able to secure good certificates. That they have been benefitted permanently in their education and in their outlook upon life, goes without saying. Even a term's contact with an institution of this kind leaves an impress that is lasting, and, we believe, beneficial. With the school's splendid equipment in every respect, with a most reasonable expense account to offer as an additional inducement, together with the character of the work offered—the spring term enrollment of this school has been increased by leaps and bounds, and we still further increase as teachers and prospective teachers become acquainted with the work that is being done here for their especial benefit. It is in general suggested to students who come here for that work that they come with the idea of taking up about five studies at a time, not more, in order that they may be able to study these subjects, thoroughly, not only to "cram" them for examination purposes alone. Our students who have done that have usually been able to win first grade certificates after having taken two spring term's courses here, and they have added besides permanently to their educational and cultural equipment. More counties than are allotted to our district were represented in this work alone here during the spring term. Another year will doubtless see a still further increase in our already large enrollment. Next year this course will again be offered, and a great effort will be made to make it more efficient and helpful than ever before. All teachers especially who hold anything less than a first grade certificate should take advantage of this opportunity to fit themselves both for the better certificate and better place. Honorable promotion comes only with work well performed, or with increased efficiency, or both. The teacher is surest of promotion who can point both to a good record of work performed and to additional scholastic attainment.

SUMMER SCHOOL FOR TEACHERS.

A summer school for teachers and those expecting to teach was





CICEROONIAN LITERARY SOCIETY.

first instituted here during the summer of 1907. The experiment proved so successful that a similar school was again instituted during the summer of 1908, and this year's summer school opened on June 13.

In addition to the mere sanction of the Board of Regents, the summer school is now backed by a special board resolution, empowering it to offer "credit" work. This has had the effect of establishing it on a firm and—it may safely be predicted—permanent basis. This year's summer school was well attended, students from eight or more counties having patronized it, and next year's gives promise of a largely increased attendance. The First Assistant, Mr. Walter M. Duke, and Miss Lynn Waddell were in charge of the summer school this year. All of the common school branches are taught with such thoroughness as the necessarily limited time will permit.

With our excellent equipment, and with the school atmosphere pervading these halls, we are enabled to offer teachers and prospective teachers unusual advantages in the way of preparing them for the teachers' examinations and for the work of the school room.

The summer school for 1911 will begin about the middle of June and will continue for six weeks. The tuition charge will be five dollars for the term. Following is an exhibit of the cost attached to attendance on this school:

	Average	Liberal
Board (\$2.50 to \$3.00 per week) six weeks	\$15.00	\$18.00
Tuition	5.00	5.00
Books	2.50	5.00
Laundry	1.50	2.00
	<hr/>	<hr/>
	\$24.00	\$30.00

THE SHEPHERD COLLEGE PICKET.

The Shepherd College Picket is a sprightly school paper edited by the students of the school and published the last Thursday of every month during the school year. It has for its motto "to interest all in our affairs," and affords much practical literary work for students who belong to the staff of editors or write for its columns. This journal has reached its fifteenth year of usefulness without missing a single issue. The Pickett management takes this means to thank their friends, the alumni, students, and business men, whose liberal support in different ways has made its existence possible in the past, and they hope that such favors will be extended to them in the future.

STAFF OF EDITORS.

Editor-in-chief, W. P. Sperow, '10.

Assistant editors: R. M. Golladay, '12; Rachel Snyder, '11.

Educational notes, W. V. McNemar, '10.

Alumni notes: Helen Link, '07; Ella May Turner, '95.

Local and personal: M. R. Dodd, '10; Edith Moffett, '12.

C. L. S., R. E. Roulette.

P. L. S., Evelyn McDonald.

Class '10, Ruth Byerly.

Class '11, W. D. Himes.

Y. M. C. A., W. A. Prilliman.

Y. W. C. A., Pearl McCaffrey.

Cadet Corps, C. D. Billmyer.

Athletic Notes, Walter Vance.

L'extempo Notes, L. S. McDaniel.

Business Manager, D. R. Dodd.

Assistant Business Manager, C. N. Harper.

AWARD OF PRIZES.

1909-10.

The Shepherd College gold medal for the "Best all 'round student in the school"—Mr. O. W. Snarr.

The Athletic Association's silver loving cup for the "Best all 'round athlete in the school"—D. R. Dodd.

The Thos. C. Miller medal for the "Best drilled cadet"—Mr. Leo Smith.

The Eleanor Blanche Barnes gold medal for "Progress in music"—Miss Kathyryn Beltzhoover.

The Dr. Hugh N. Leavell gold medal for "Excellency in Chemistry"—Mr. Herbert M. Harr.

SCHEDULE OF COURSES OF STUDY.

		NORMAL	CLASSICAL
FRESHMAN YEAR.	FALL	English I Physical Geography Latin I Oriental and Greek Hist.	Oriental and Greek History English Latin Physiography
	WINT'R	English II Adv. Arithmetic Latin II Roman History	Roman History English Latin Commercial Geography
	SPRING	English III Elem. Agriculture Latin III Algebra I	Algebra English Latin English History
SOPHOMORE YEAR.	FALL	Amer. Literature and Rhetoric IV Latin IV Algebra II English History	Algebra Rhetoric Latin or Greek Mediæval and Modern History
	WINT'R	Amer. Literature and Rhetoric V Latin V Algebra III Ind. and Com. Geography	Algebra Rhetoric Latin or Greek Zoology or Mythology
	SPRING	Amer. Literature and Rhetoric VI Latin VI Algebra IV Botany	Algebra Rhetoric Latin or Greek Botany
JUNIOR YEAR.	FALL	English Literature VII Geometry I Chemistry I, or Physics I Mediæval and Modern History	Geometry American Literature French, German } any Latin or Greek } two
	WINT'R	English Literature VIII Geometry II Chem. II, or Phys. II Pedagogy	Geometry English Literature French, German } any Latin or Greek } two
	SPRING	English Literature IX Geometry III Chemistry III, or Physics III School Management	Geometry, Geology or Astronomy English Literature French, German } any Latin or Greek } two
SENIOR YEAR.	FALL	English X History of Education Psychology Methods and Training I	Physics or Chemistry Psychology French, German } any Latin or Greek } two
	WINT'R	English XI Sociology and Ethics Applied Psychology Methods of Training II	Physics or Chemistry Sociology or Psychology French, German } any Latin or Greek } two
	SPRING	English XII Adv. Agriculture Drawing Methods and Training III	Physics or Chemistry Ethics French, German } any Latin or Greek } two

MODERN LANGUAGE COURSE

SOPHOMORE YEAR.	FRESHMAN YEAR.			JUNIOR YEAR.		
	SPRING	FALL		SPRING	FALL	
	WINT'R	WINT'R		WINT'R	WINT'R	
			Oriental and Greek History English Latin or German Physiography			Geometry American Literature German or French Civics and U. S. History
			Roman History English Latin or German Commercial Geography			Geometry English Literature Economics German or French
			Algebra English Latin or German English History			Geometry English Literature Geology or Astronomy German or French
			Algebra Rhetoric Latin, German or French Mediæval and Modern History			Chemistry or Physics Psychology French German
			Algebra Rhetoric Latin, German or French Zoology or Mythology.			Chemistry or Physics Sociology French German
			Algebra Rhetoric Latin, German or French Botany			Chemistry or Physics Ethics French German

COURSES OF STUDY.

Three courses of study are now offered, namely: Normal, Classical and Modern Language. A special university preparatory course, covering three years, is also arranged for those who wish to work directly for entrance without examination to the West Virginia University.

The requirements for admission to any and all of these courses are the same as those previously explained for entrance to the school. Each course, except as specified above, extends over a period of four years. The parallelism of the various courses is exhibited in outline elsewhere. From an examination of this outline it will appear that the student need not necessarily make a decision upon first entering the school as to which course of study to pursue, but may first find out by actual contact with the work of the school what work would best fit him for his probable future course in life.

THE NORMAL COURSE.

The design of the Normal School is to aid young men and women in their special preparation for teaching. The advantage of having trained teachers is being appreciated more and more by the people of the state. Knowing this, those in charge of the Normal Schools are making every effort to prepare their students thoroughly, both in subjects to be taught in the schools of the state, and in the methods of teaching.

At the same time it is fully realized that those who are to have the training of the young in charge need more than mere learning; they must be living types of true manhood and true womanhood—men and women of character. To this end, the duty of right living on the part of the teacher is fully pointed out and insisted upon. The teacher's life must be an inspiration to the pupil to Christian living as well as to intellectual advancement. The teacher must also be a student of children as well as of books. He must understand the *laws* of the development of the human intellect before he can be entrusted with that development. Education does not consist alone in the number of facts learned and remembered, though the importance of this should not be underestimated. A well rounded and thoroughly developed mind should be the aim of every student. This cannot be obtained by rushing through the course with a view merely to passing examinations. The feeding of the mind, like the feeding of the body, must be accomplished with a decent regard for the time necessary to digestion. Mental dyspepsia is more dangerous than the physical form of that disease.

Except by special permission of the Principal, no student will be permitted to pursue more than five regular studies at one time.

NORMAL DIPLOMA.

To receive a Normal Diploma the student must complete the full Normal course of study outlined elsewhere and must have a standing of 80 per cent on the work pursued. This diploma, by a recent act of the Legislature, has been made the equivalent of a number one teachers' certificate, good to teach in any school in the state.

ACADEMIC COURSES.

The old Classical, Modern Language, and Science courses may be conveniently grouped under the above caption. They are essentially academic in character. The advantage of having the single academic course supplanted by these three courses is obvious. The admixture of languages, sciences and mathematics, varying as they do in amount, affords opportunity for just about the proper amount of substitution to put the Normal school curriculum on the elective basis. The primary advantage is that the work of the school is varied so as to take account of individual bent of mind, thus affording opportunity for the development of individual tastes and talents. Each of these courses much more than meets the admission requirements to the collegiate courses of the West Virginia University, and will insure our graduates ample "credits" to gain them advanced standing in most educational institutions of first rank in the country.

ACADEMIC DIPLOMAS.

Upon the satisfactory completion of any one of these academic courses, upon recommendation by the principal of the school, the student will receive from the Board of Regents a diploma specifying the course of study completed. This diploma will, in most cases, insure its holder ready admission, without examination, to the best colleges and universities in the land, and will stand for a degree of culture and mental discipline not to be despised.

PREPARATORY COURSE.

For the benefit of such students as may not have had sufficient educational training for entering upon the work of the Freshman year, the following preparatory course has been incorporated into the work of the school:

Fall Term	Winter Term	Spring Term
Arithmetic	Arithmetic	Arithmetic
English Grammar	English Grammar	English Grammar
Geography	Geography	Book-keeping
U. S. History	Mental Arithmetic	Writing
Mental Arithmetic	Reading	Physiology

THE MODEL SCHOOL.

The Model School was established to meet the growing demands among modern educators for trained and experienced teachers. Practice in teaching as well as observation of the best methods of instruction is furnished by the training department. Much of the teaching is done by the supervisor or under her constant supervision by the student teachers. This practice is given to the Normal graduates to supplement the theories studied in the pedagogical and method classes.

In the past the young teacher was often at a loss just what to teach in the various grades. To overcome this difficulty the Model School has a course of study in keeping with those of modern times. Here the students are taught what to teach and how to teach it. Besides a course in "General Method" time will be given to "Special Method" of each subject—Reading, English, Arithmetic, Geography, History, Nature Study, Music, Art and Handiwork, Songs, Games, Physical Exercises and Hygiene. Semi-weekly conferences are held with each student to discuss plans and work. Hamilton's "The Recitation," will be used as a text in the class. Many supplementary books will be read and discussed, including McMurry's "Method of Recitation," Dewey's "School and Society."

The school is for the child as well as the student and is based on the best and most practical ideals of the best educators of the day.

It is equipped with the best hygienic apparatus and is as nearly ideal as possible. Having a large number of student teachers, many of whom are experienced teachers, our pupils receive the benefit of a great deal of individual attention and can therefore make greater progress.

The children will be prepared to enter Shepherd College or any other school of equal rank. To meet the demands of the high standards of the modern school the curriculum includes Reading, Writing, English, Arithmetic, Geography, History, Art, Music, Gymnastics and Hygiene.

In the Model School the students have the opportunity to see and put into practice the theories propounded in the Method Classes.

Outline of the Work by Departments

DEPARTMENT OF PEDAGOGY.

Teaching is fast becoming a profession throughout the world. The teacher must, therefore, become more and more a trained and skilled workman, one who understands the material with which he works; its laws of growth, its limitations, and its possibilities. Teaching is both a science and an art, and he who would be most successful in it must study it most. The inborn qualities of a teacher are all important, to be sure, but even the most gifted needs to reinforce this gift by a study of the work and methods of the masters of the profession. With this idea in view, the Normal Schools are embodying in their curricula more of such studies as are calculated to train the prospective teacher in the actual work and responsibilities that will devolve upon him when he enters upon the active duties of the profession. No one who looks carefully over the list of the more strictly "professional" studies, as outlined below, keeping in mind at the same time that these embrace only a comparatively small part of a Normal graduate's educational equipment—can fail to see the advantage in having a teacher thus equipped in preference to one who lacks perhaps both these and the remaining portion of the excellent four year's course of study, as previously outlined; and yet such is the destiny and stupidity of many members of boards of education that they make no distinction between employing the common school and the Normal school graduate. How long will such ignorance prevail in West Virginia? When may the Normal schools expect to get a "square deal?"

Following are the studies considered more strictly as "professional" "pedagogical," or as coming under the general caption of "teacher's training work."

HISTORY OF EDUCATION—ONE COURSE.

This study provides for the general survey of the rise and progress of education and the educational systems of ancient, mediaeval and modern states; the consideration of these in relation to one another; how each developed alone or from some other; and the influence wielded by each system in the development of the country to which it belongs.

With that object in view a study is made of the educational ideas and of the means provided for education, by the Egyptians, Hebrews, Greeks and Romans; the educational ideas of the Middle Ages, the rise of the Monastic, Scholastic and University systems, the Renaissance, Humanism, and the Jesuitical schools; educational reformers and their work, including the study of the work of Rabelias, Montaigne, Ratich, Comenius, Rousseau, Froebel and Pestalozzi; and finally a comparative and critical study of the educational systems of the leading countries of the modern day, with a view to the better understanding of the excellencies and defects existing in our own.

SCHOOL ECONOMY—ONE COURSE.

Under this general head are taken up a large number of things pertinent to the physical equipment and environment of the school. Among these may be mentioned school grounds, their location, size, care, etc.; school house architecture; school furniture and physical appliances for illustrating or elucidating the lesson; school sanitation, decoration, etc., etc. This work is among the most useful and interesting in the course of study.

PHYSIOLOGY—ONE COURSE.

Physiology is the most fundamental of all pedagogic studies, and is therefore dwelt upon throughout the senior year. Physiology is an absolute pre-requisite to an intelligent study of psychology, since the physical function must so largely determine mental operations. The physical senses are the basis of all knowledge, and hence the importance of studying the physico-mental organism for a correct understanding of the communication and assimilation of knowledge, and of the laws underlying the operation of the mind. The practical side of psychology receives most attention, and this deals directly with individual introspection for the purpose not only of observing the mental processes, but of deducing the laws underlying these, of cultivating the proper mental states, and of properly subordinating, co-ordinating and developing the various faculties and propensities of the mind.

PEDAGOGY—ONE COURSE.

"The individual teacher must have a part in the construction of the science in which his art is to have its foundations." How large a part this is to be, must necessarily depend upon his analytical knowledge of human nature and his capacity for logical and synthetic thinking. Most aspirants for the teaching profession do not possess knowledge requisite for taking a very large part in this constructive work, but must seek guidance and re-inforcement in scientific treatises on the subject. To supply these essentials is the aim of the course. After a

thorough review of psychological principles, the problem of the correlation of studies and best methods of teaching them is taken up, as are also the principles of instruction, knowledge, and culture underlying each of them.

CHILD STUDY—ONE COURSE.

The work as carried on at present is largely theoretical, though many individual observations are noted and brought to the attention of the class by both instructor and pupils. The psychological development of children is chiefly dwelt upon, which, to be properly understood, must be constantly supplemented by physical and physiological data references. After consideration of the general order of development, both physical and mental, the classification and development of instincts is taken up, followed by a study of the development of the intellect. Heredity, individuality, and abnormalities occupy the attention for some time, after which "Child Study Applied in Schools" is dwelt upon at some length, which affords opportunity to suggest practical application of the principles learned. Kirkpatrick's Fundamentals of Child Study is the text used.

METHODS—ONE COURSE.

In this class the theory and application of the best methods of teaching the common school and some of the higher branches are studied. This subject follows naturally upon infant and adolescent psychology and can be best understood in the light of these studies. The work is made as practical as possible, the class at times being considered a model class by the instructor in order the more clearly to clinch by actual practice the theory learned.

SCHOOL SUPERVISION—ONE COURSE.

As the basis of this course the excellent book, "Our Schools: Their Administration and Supervision," by William E. Chancellor, is used. Here are defined and discussed the sphere and duties of boards of education, superintendents, principals, supervisors and class teachers. The state system of education, the public school, the private school, course of study, salary, tenure and certification—all come in for their share of attention. Then, too, some of the larger school problems, such as are treated of in "A Modern School," by Paul Hanus come up for discussion.

BIBLICAL HISTORY—ONE COURSE.

The fact that the bible is, and by right, ought to be, regarded as the basal text dealing with ethics and the higher life in general—makes it imperative for the schools to give it recognition as a textbook of morals, surpassing and outclassing all other books treating of

these subjects. The modern school man well recognizes that no one can justly lay a claim to even moderate learning without having a fairly good knowledge of the literature and teachings of the Bible. To this end a course is now offered in Biblical history, the chief object of which is not so much an investigation into the bare historical facts underlying the Bible, as in stirring up an interest in the moral, cultural and spiritual truth to be found therein so clearly and so beautifully expressed.

OBSERVATION AND TEACHING—ONE COURSE.

During the winter term of the senior year, all Normal training students are required to take from two to three observation lessons a week in the model school. Both oral and written reports of the things observed are afterward rendered in class. During the spring term of the senior year, these students are required to teach from two to three classes per week under the immediate supervision of a critic teacher. This teaching is done in both the Model School and the preparatory classes of the Normal School. In this way a good estimate of the student's ability to teach can be made, and his methods, where they are defective, are corrected. The conferences, before spoken of, furnish opportunity for this work in criticism of the method of the recitation and school room practice.

DEPARTMENT OF MATHEMATICS.

DRAWING—ONE COURSE.

The primary object held in view in offering this work is to give practical assistance in illustrative blackboard work to those who expect to teach; but the course embraces perspective and even mechanical drawing. The instructor in charge, in fact, suits the instruction to the needs and wishes of the individual pupil in the class. For example, perspective and illustrative work is given prospective teachers; mechanical drawing to prospective engineers.

BOOK-KEEPING—ONE COURSE.

It is the aim of this course to give the student such an understanding of the general principles of single and double entry bookkeeping as to enable him to make a practical use of the same in actual business transactions. The following course of study is adhered to in this work:

1. A clear and definite idea of such terms as a business transaction, an account, debtor, creditor, resources, liabilities, net capital, net insolvency.

2. Ability to explain the use of a day book, ledger, cash-book, order-book, sales-book, bill-book, check-book, and to readily record business transactions in these books.

3. To open and close an account.

4. To write and explain the use of all ordinary commercial paper; as orders, receipts, checks, drafts, commercial and bank, sight and time notes, negotiable and non-negotiable, and indorsements of the same, statements of accounts, bills of goods, etc.

For several lessons the student is required to rule his own books from plain paper. Each student is required to hand in a complete set of books written from exercises dictated by the instructor.

ALGEBRA—FOUR COURSES.

Prerequisite, a fair knowledge of Arithmetic, both Mental and Practical. Four courses are given, the completion which will fit any student for the higher mathematical courses offered in the State University. Neatness, exactness, rapidity and self-reliance in all processes are insisted upon. The student is required to think. The demonstration of principles is begun early and continued throughout the course.

Course 1. In this course the symbol is fairly explained. Algebraic signs is taught as they are required and used. The special rules in multiplication are dwelt upon until they become the student's own. Factoring is mastered.

Course 2. Equations of one, two and three unknown quantities are considered. Elimination, by addition or subtraction, by comparison and by substitution is taken up and completed.

Course 3. This course opens with the continuation of Simultaneous Simple Equations, completes Involution and Evolution, dwells closely on the Theory of Exponents, and pursues Radicals to Quadratic Equations.

Course 4. In this course we complete Quadratic Equations, Ratio and Proportion, Progressions, and Variables and Limits. The Binomial Theorem is developed, Logarithms and Undetermined Coefficients are studied.

GEOMETRY—THREE COURSES.

The subject of Geometry is completed in three terms. The most careful accuracy is required in geometry as well as in all other mathematical work. The student is required to thoroughly understand each step before proceeding to the next higher. The study of Geometry is successful only when the student has been thoroughly imbued with the importance of accurate scientific methods. Once he is led to realize the value of doing things just right and no other way, he has received a training which must, sooner or later, bring him success. No one is

allowed to pass from this subject until he has exhibited an ability for careful, accurate and abstract reasoning.

The fundamental theorems of the line, the angle, the triangle, the quadrilateral, the polygon, regular and irregular, and circle, in plane geometry, are thoroughly understood. The exercises in the texts are required to be solved as completely as the theorems. The same method is pursued in solid geometry in all its departments.

Course 1. Books I and II—Theorems and plenty of original work.

Course 2. Books II., III., IV., V., VI.—Finish Plane Geometry.

Course 3. Books VII., VIII., IX., X.—Solid Geometry. Practical examples throughout the course.

TRIGONOMETRY— ONE COURSE.

The subject of Trigonometry is taught the spring term of the senior year. Its practical value is very great, since it is essential to the work of surveying, astronomy and, indeed, to all sciences which depend upon mathematical demonstrations. Trigonometry treats of the relations of lines and angles by algebraic methods. In Plane and Spherical Trigonometry, these relations are applied to the solution of plane spherical triangles.

SPHERICAL TRIGONOMETRY AND ANALYTICAL GEOMETRY— ONE COURSE EACH.

The above subjects have lately been added as optional studies to our curriculum. They will be taught if there is sufficient demand for them.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE.

This work is carried on not only by the use of text books but also by reference work in the library, papers, outlines and maps.

HISTORY OF THE ORIENT AND GREECE—ONE COURSE.

The study of the Oriental period from prehistoric times to the rise of Greece, followed by the study of Grecian history, is the scope of this course. The prehistoric period is studied briefly to show its connection with the historic period. This is followed by a consideration of all the Oriental nations and Greece. The time is spent in the study of the political and religious history, with due consideration of the literature architecture, sculpture, painting and social life.

HISTORY OF ROME—ONE COURSE.

The Roman period extends from the earliest times in Italy to the

fall of Rome, 476 A. D. The aim in this is a thorough study of the political and constitutional phases of such a study of the Roman architecture, sculpture and literature as to form a fairly good comparison with the Oriental and Greek peoples.

MEDIAEVAL AND MODERN HISTORY—ONE COURSE.

The period extends from the rise of the Frankish Kingdom to the present time. In this course the object will be to show the growth and development out of those institutions out of which have arisen most of those of today, followed by a study of the origin and development of the political institutions of England and the great world movements.

HISTORY OF ENGLAND—ONE COURSE.

This course will trace the history of England from the earliest time to the present, emphasizing chiefly the beginning of the representative government, the growth and decline of Feudalism, the rise of the Commons and the transition from arbitrary to constitutional monarchy.

AMERICAN HISTORY AND GOVERNMENT—ONE COURSE.

American History is studied from the earliest explorations and settlements to the present time. The aim of this course, taking up as it does a study of the growth and development of the nation and government, is both informational and patriotic.

ECONOMICS—ONE COURSE.

In economics one course is presented. It has for its purpose the training of the student to think correctly and independently along economic lines. He is led to see the actual economic facts that are about him, taught how to treat with them, how to classify them and discover their relations. Some attention is paid to the fundamental principles underlying the production, exchange, distribution and consumption of wealth. The principles of taxation and hence the sources of revenue, and the expenditure of public funds, are closely studied. Socialism, trades and labor unions, monopolies, public and private, co-operative and benevolent associations, etc., all receive attention.

MYTHOLOGY—ONE COURSE.

Mythology is taught for its own sake, and as a basis for literature. An effort is made to show the meaning and beauty of the Greek and other myths and legends studied, and to stimulate interest in these concrete ideals of the ancients, both for their bearing on the literature and life of these peoples, and also for their influence on modern literature and others.

DEPARTMENT OF SCIENCE.

PHYSIOGRAPHY—ONE COURSE.

One course is given in this subject. Prerequisite, a good knowledge of common geography. Physiography forms the basis for the study of all the Natural Sciences. This being true, careful attention is given to it. The great importance of soil and climate in determining the political, commercial and historical prominence of the country is emphasized. Land Sculpture is studied with reference to its past and present action in modifying the structure of the earth's surface. It is studied both from the text book, and by some actual field observation. For the study of this subject this department is supplied with Globes, Maps, U. S. Geological Reports, Weather Maps, Relief Maps, and a good collection of rocks and minerals. Map drawing will constitute a part of the work in this branch.

GEOLOGY—ONE COURSE.

The work in this subject follows Physical Geography. One course is offered in this branch in the Junior year. It comprises the study of the earth and the forces which build or destroy it. The student is led by laboratory and some field work to recognize the common rocks and minerals and to trace their composition and formation. A fair geological museum is at their command. Work with the hand lens and the microscope is required. The study of the landscape is made a prominent feature and for this purpose United States Government maps are used and some out-door work is done. The formation of limestone, iron, coal, and petroleum is given careful attention on account of their commercial and industrial value. West Virginia is rich in all of these and the study of their formation will be interesting and valuable to West Virginia students and others as well.

The physiographic development of the principal continents is made the subject of careful study. The historical geology of the United States and of West Virginia is given much attention. The student is expected to make various drawings to illustrate his work and to supplement the text by using Dana's Manual, Tarr's Economic Geology, and Dr. I. C. White's valuable works on Petroleum, Gas, and Coal of West Virginia.

ZOOLOGY —ONE COURSE.

One course is offered in this subject in the Sophomore year. This course gives a knowledge of the structure in lower as well as higher forms of animal life, the tracing of progress of development,

and an understanding of some important principles of classification, in order to familiarize the student with some of the great ideas of biological science.

Laboratory work on some typical forms gives training in close observation, careful drawing and accurate description.

Animals representing different types are carefully studied, their characteristics and classification noted, and lists are made by the student of those with which he is familiar, putting each in its proper place in the classification.

The following points are also touched upon: the doctrine of evolution and the criteria by which we judge the animal's rank; the theory of instinct; the voluntary and automatic movements; the principal organs with their functions, adaptations, correlations and analogies. A good collection of specimens preserved in alcohol, representing many of the less common life forms, is available for students of this subject.

BOTANY—ONE COURSE.

One course in the Sophomore year is given to this branch. This course aims at the study of plants rather than at the study of books, the gaining of an acquaintance with living beings through the study of the structure and life processes of plants.

Laboratory work forms an important part of the course. Written reports of all experiments performed by the students individually, or by the instructor and students in the presence of the class, are required of each student. Among the experiments performed are such as will help the student to understand more fully, the conditions necessary for the germination of seeds, the use of the cotyledon to the seedling, the kinds of food stored up in a number of familiar seeds, the work of roots, root pressure, the rise of water in stems, transpiration in leaves, the rise of sap and the presence of starch in leaves and the adaptation of fruits for transportation by water.

In connection with the study of roots, stems, buds, leaves, flowers and fruit, enough of plant analysis is taken up to enable the student to identify common plants with the aid of a key.

The class is instructed in collecting, pressing and mounting specimens for a herbarium. Each student is required to mount fifty leaves, to analyze and mount at least twenty-five plants, and to make drawings of seeds in different stages of germination, and of a few of the typical forms of roots, leaves and flowers.

ASTRONOMY—ONE COURSE.

The course in astronomy is arranged particularly for general

observation work in connection with science and nature methods. That part of the subject which bears a close relation to physical geography is treated in connection with that subject. The effort is to gain general familiarity with the principal fixed stars, constellations, etc., how to locate them, and such phenomena as are closely allied to nature study. It is an optional study and may be substituted for Geology.

PHYSICS—THREE COURSES.

The work in physics in this school is gradually approaching the standard maintained by the best secondary schools in the country. Each year sees more individual laboratory work accomplished and a steady growth in laboratory equipment. The quality of the work done receives the greatest consideration. However, the number of exercises is taken account of. The class during the spring term performed successfully some fifteen experiments, such as: Coefficient of Linear Expansion, Thermal Capacity of a Calorimeter, Sphærometer Vernier, Micrometer, Specific Heats of Metals, Velocity of Sound, Sonometer, etc.

These experiments are, of course, quantitative in character and call for much reading and thought.

A good deal of consideration is given to the collection of data, the preparation of the reports and the result of the experiments. In this part of the work neatness, accuracy, form and order are always emphasized. Text: Hoadley. Reference: Barker Adams, Gage, Ames and Bliss, Sabine Coleman.

Course I. General properties, conditions, and construction of matter; Motion, Force, Gravitation, The Pendulum, Machines, Liquids and Gasses.

Course II. Magnetism—the magnetic needle, etc. Electricity—installing electric bells, constructing voltaic cells, dynamo, motor, the X-Ray, wireless telegraphy, etc.

Course III. Heat—sources, transference, practical uses. Sound—cause, reflection, music. Light—source, transmission, reflection, refraction.

CHEMISTRY—THREE COURSES.

The study of chemistry is pursued in much the same manner as Physics. The work consists of daily recitations and laboratory work. It is thought that the correct way to study Chemistry is by actual experimentation. The students perform the experiments of the text book and such other original work as may be assigned to them, and discuss these results in the class. Such other illustrative work as is deemed necessary is presented to the class by the teacher. The work in Organic Chemistry is followed by qualitative analysis,

which is almost wholly laboratory work. The laboratory is well supplied with conveniences for prosecuting the work in Chemistry as far as it is carried in this course.

Course I. Nature of chemistry, bending glass, constructing apparatus, class work on text and experimental work in the non-metal elements—Hydrogen, Oxygen, Nitrogen, Chlorine, etc.

Course II. The metals—Iron, Silver, Carbon, etc. A little elementary analysis is attempted in the last month's work.

Course III. Quantitative analysis.

AGRICULTURE—TWO COURSES.

The scientific study of agriculture has but recently attracted the attention of the people of West Virginia, though our state is perhaps essentially an agricultural state. This study introduced a few years ago into the Normal School course, has recently been added to the course of study of the public schools, thus receiving the recognition long since its due.

Our course in Agriculture deals with the most fundamental and practical things, and may be taken with profit by students who have had no previous training in science, though it is of far greater value to those who have some knowledge of Geology, Botany, Zoology, Physics and Chemistry. Among the topics taken up by the class for study and discussion are: a study of the nature, formation, classification and physical properties of soils, and their relations to plants; leguminous plants; rotation of crops, fertilizers; the propagation, improvement and pruning of plants; farm animals and the principles of feeding; and the ornamentation of school and home grounds.

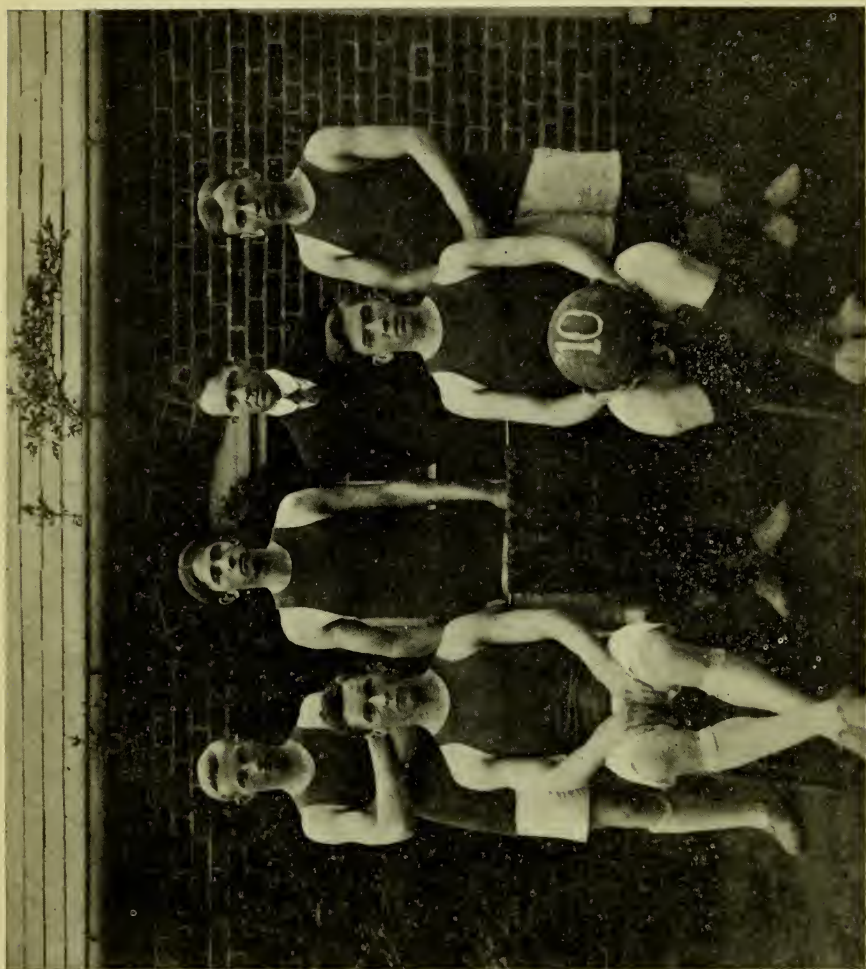
Most of the experiments given in Jackson and Daugherty's Agriculture, and some of those found in Nolan's One Hundred Lessons in Agriculture, and Osterhout's Experiments with Plants are performed by the class, and reported upon. Each member of the class is expected to do some practical work in the growing of vegetables and flowers either in his home garden or in the school garden.

DEPARTMENT OF ANCIENT LANGUAGES.

Following are the courses offered in this department:

1. *Latin, 12 courses.*
2. *Greek, 9 courses.*

The object of the study of Latin and Greek for the student in



BASKET BALL.

secondary schools is primarily the comparison with, and hence further knowledge of, his English, together with a view to preparing him for the advanced work of the University. This is kept in mind constantly throughout the course. Then, too, the literature of these languages may well be studied for its own sake. The work in the Department of Ancient Languages is so arranged that no one having a good knowledge of English Grammar will encounter serious difficulty.

LATIN.

First Year.

1. Pearson Eytymology.
2. A continuance of course one.
3. Cæsar. Oratio Obliqua (Books I, chs. 1-14).

Second Year.

1. Cæsar's Gallic War (Books I, II).
2. Cæsar's Gallic War (Books III, IV), Cicero's First Oration against Catiline.
3. Cicero's Second, Third and Fourth Orations against Catiline.

Third Year.

1. Vergil's Aeneid (Books I, II).
2. Vergil's Aeneid (Books III, IV).
3. Vergil's Aeneid (Books V, VI).

Bennett's Latin Grammar, Kelsey's Cæsar, Kelsey's Cicero, Comstock's Vergil, Baros' Frose Composition used throughout the second year.

Fourth Year.

Upon sufficient demand a fourth year course will be arranged. Our present policy, however, is to substitute another language for the fourth year's work in Latin.

GREEK.

First Year.

1. White's First Greek Book. The work of pronunciation, accent, declensions, etc., is taken up by beginners in this course.
2. First Greek Book completed; a continuation of course one.
3. Xenophon's Anabasis; Book One. Connected discourse is begun here. Goodwin's Greek Grammar.

Second Year.

1. Anabasis finished; Books I-IV. Grammar continued.

2-3. Homer's Iliad; the text is read metrically, and mythology made a special study. Seymour's Iliad, Gailey's Classic Myths.

Third Year.

A third year course will be arranged, provided the demand justifies the organization of the additional work. At present, our policy is to substitute some other language for the third year in Greek.

DEPARTMENT OF MODERN LANGUAGES.

GERMAN.

German, Four Years, 12 Courses.

The German language, the most developed in modern times and known as the language necessary for higher work, especially work in universities, is coming into the foreground as a language not only for comparison, but as a study for regular use. Special attention to German is, therefore, given.

Students desiring to pursue the study of German are required to possess a good working knowledge of English grammar. The aim is to give the student a good fundamental knowledge of the grammar and literature of the German language, and, at the same time, to prepare him to secure advanced standing when he enters the university.

Course I. Grammar, reading and composition. This course, in fact all of the three courses embracing the first year's work, is designed to give the student a good pronouncing, reading and working knowledge of the more elementary part of the language. Special attention is given its pronunciation, inflection, and the acquiring of a vocabulary. Texts: Thomas's "German Grammar"; Super's Elementary German Reader, Part 1.

Course II. A continuation of Course I. Grammar completed to part II. Super's Reader continued. Special attention is given to correct spelling, pronunciation and composition work.

Course III. In this course special attention is given to the translation of German into English, the work being based on Hervey's Elementary Exercises to Thomas's German Grammar. Introduction of the German script and continued use of it in all the written exercises. Seidel's Die Monate is also read.

Course IV. German Prose: Copious reading of German Prose to render the student familiar with the idioms of the language and to give a large and varied vocabulary. Heyse's "L'Arrabbiata";

Hillern's "Hoher als die Kirche"; Schiller's "Der Neffe als Onkel"; Storm's "Immensee."

Course V. Composition. Practice in writing German and translating English Prose into German. Discussion of grammatical points in connection with the translation. Study of the irregular verbs. Reading at sight. Harris' Prose Composition, Thomas' Practical Grammar, Part II.

Course VI. Reading and memorizing of a great number of short well-known poems. Von Klenze's "Deutsche Gedichte." Translation of Goethe's "Hermann und Dorothea." Extensive practice in conversation, to make the student familiar with the sound and expression of the language, is given.

Course VII. Advanced German grammar work. Review of Joyne's "Meissner's German Grammar." Reading of Schiller's "Wilhelm Tell"; Riehl's "Der Fluch der Schönheit." Conversation exclusively conducted in German and the student required to make outlines from above works in German.

Course VIII. Study of Old German. Study of advanced German literature. Reading of Goethe's "Dichtung und Wahrheit"; Schiller's "Minna von Barnhelm"; Advanced Composition; Jagemann's Prose Composition and Syntax.

Course IX. Continuation of Course VII. Read Scheffel's Selections from "Der Trompeter von Sakkingen"; Schiller's "Die Jungfrau von Orleans"; Goethe's Poems. Attention is given to modern newspaper advertising; newspapers are read to hold the variety of conversation with students; recitations are conducted in free discussions of things of a current political nature; and the happenings of the day are talked about.

Course X. German Comedies. Study of the most popular comedies. Historical German. A reading course of Historical Prose. Subjects taken from the political and literary history of Germany, as: Kostjak's "Deutschland und die Deutschen"; or Freytag's "Karl der Grosse."

Course XI. History of German Literature—from early times to 1500. This course is a study of the history of the literature, its beginning and development, and lays stress upon the most important authors and chief epochs. Reading and discussion of representative works. Selections from "Das Nibelungenlied," also works of Hartman von Aue, and Scherer's "History of German."

Course XII. Study of the different poets and authors, as: Goethe, Schiller; their lives and principal works, as: Goethe's "Werther's Leiden"; Goethe's "Faust," Parts I, II; Schiller's "Don Carlos"; Schiller's "Wallenstein." The recitations during all of the fourth year are conducted exclusively in German.

FRENCH

French, Three Years, 9 Courses.

Course I. Elementary French. Introduction of Chardenal's Complete French Course. Exercises in reading, spelling, pronunciation.

Course II. Elementary French. A continuation of Course I. Continuation of Chardenal's French Grammar. Translations of exercises from English into French and vice versa, reading in class and introduction to composition work. Oral exercises to make the student familiar with the sounds of the language and to establish the correct pronunciation. Reading of Joyne's "French Fairy Tales."

Course II. Elementary French. A continuance of Course II. Chardenal's Grammar finished. Extensive exercises in translating English into French. French conversation and thorough study of the irregular verbs and their use in speech and life. Reading of Rollin's French Reader.

Course IV. Introduction of the works of celebrated modern French authors and writers, such as Daudet, Dumas, Audre, Theuriet, etc. Grandgent's composition based on "Le Siege de Berlin." During these reading exercises the student is kept in touch with the grammar, and the most common expressions in the French language are drilled upon.

Course V. Extensive composition work. Discussion of grammatical points in connection with the translation. Translation and study of Merimee's "Colomba."

Course VI. Prose reading. Rapid reading of large amount of prose to render the student familiar with idioms of the language. Works by About, Dumas, La Martine and others.

Course VII. Study of French poetry. Memorizing of the most important and well-known poems. Lectures on the origin of the drama, reading of representative plays, and study of the lives of Corneille.

Course VIII. Fiction of the nineteenth century. Reading of different works of Balzac's "Coutes"; George Sand's "La Petite Fadette"; Piere Lati's "Pecheur d' Islande"; etc. Extensive composition work.

Course IX. France and its people of today. Study of the country from a commercial standpoint. Parisian and provincial life, reading and discussion in French of magazine articles and questions of popular interest. Daily theme work and conversation exclusively in French. Work based on the best magazines and newspapers, such as Le Figaro, Le petit Journal.

SHEPHERD COLLEGE ESPERANTO SOCIETY.

Esperanto Courses and Use of the Artificial Language.

The ancient as also the modern languages require a great amount

of study not only in a grammatical but also a commercial sense, and only a long and extensive study of any of them give a good and sufficient return. The communication with other nations is practically a daily necessity; while a comprehension of all the different languages is almost impossible. The idea has long prevailed to create an auxiliary international language complete and yet grammatically simple enough not to require too long a time for study. At the present time the Esperanto International Language seems to have gained a great number of adherents, and, since all over Europe and the United States societies have been founded, this artificial language has come to the forefront of all the artificial languages. This society was founded in April, 1908, within the walls of Shepherd College with about twelve members beginning the study of the grammar and first reader. A month later the Shepherd College Esperanto Society became a member of the American Esperanto Association, thus giving this school the unique distinction of housing the first and only society of the kind to be found in West Virginia.

Two recitations are given each week, and the interest in the first courses was sufficient to encourage the continuation of this work in the future.

Course: Bullen's Lessons in Esperanto, Lawrence's First Reader, Cox's Commentary and Exercises.

DEPARTMENT OF ENGLISH.

<i>First Year</i>	{	<i>Higher Lessons in English, III</i>	-	-	-	1 course
		<i>Advanced Grammar, English I, II,</i>	-	-	-	2 courses
<i>Second Year.</i>		<i>Rhetoric,</i>	-	-	-	3 courses
<i>Third Year.</i>		<i>Literature,</i>	-	-	-	3 courses

English I. The first year's work includes a review of the simpler forms of grammar and an investigation of more complex constructions. Patrick's Advanced Grammar.

English II. Analysis of long and difficult sentences. Parsing.

English III. Diagram. Reed and Kellogg's Higher Lessons in English. One theme a week is required in courses I, II and III as well as in the preparatory courses.

English IV. Rhetoric. The work in rhetoric includes a complete study of the sentence, the paragraph and the theme, special attention being called to style, diction, and to figures of speech. Examples of model style are presented to the class and three themes a week are required from each member of the class, throughout the entire year.

English V. Continuation of Course IV.

English VI. Continuation of Course V.

English VII. Literature—American. Since the time given to literature is so limited, one can hope to do little more than to give to the student a brief outline of American and English Literature, hoping to arouse in him an appreciation and enthusiasm which will lead him to pursue the study for himself. Course seven includes a general survey of American Literature, using Newcomer's text as a guide and supplementing it with reference work and study of American Masterpieces.

English VIII. Literature—English. This course endeavors to give a view of English Literature, and to point out the various movements that have influenced literary development. Halleck's History of English is the text. Classics from each great period are chosen for reading, and close study is made of the English Classics prescribed in the College Entrance Requirements.

English IX. Literature—English. Continuation of Course VIII.

SPECIAL REQUIREMENTS.

For Graduation in Either the Normal or Academic Courses

FOR READING.

Tennyson's Princess.
Addison's Sir Roger de Coverly Papers.
Coleridge's Ancient Mariner.
Arnold's Sohrab and Rustum.
Shakespeare's Merchant of Venice.
Shakespeare's Julius Caesar.
Lamb's Essays of Elia.
Ruskin's Sesame and Lilies.
Lowell's Vision of Sir Launfal.
Any two of the following:
Blackmore's Lorna Doone.
Dickens's Tale of Two Cities.
Eliot's Silas Marner.
Mrs. Gaskell's Cranford.
Goldsmith's Vicar of Wakefield.
Hawthornes House of Seven Gables.
Thackeray's Henry Esmond.
Scott's Quentin Durward.
Scott's Ivanhoe.

FOR STUDY.

Washington's Farewell Address.

Webster's First Bunker Hill Oration.
Carlisle's Essay on Burns.
Milton's Minor Poems.
Chaucer's Prologue.
Shakespeare's Macbeth.

Note.—This course includes the 1909—1911 requirements for entrance to all first-class American Colleges.

SPECIAL REQUIREMENTS IN ENGLISH.

ORTHOGRAPHY.

Orthography is taught during the entire first and second years,* special effort being made to have every student in the school become an accurate and proficient speller and an intelligent user of the dictionary. To this end spelling recitations, both written and oral, are given three days out of the week throughout the year. In connection with the spelling, the origin, derivation, properties and meanings of the words spelled are given attention, and diacritical marking is mastered.

Reed's Word Lessons and the Modern Spelling Book are the texts used.

COMPOSITION.

On each Monday, and occupying an hour and a quarter of time, each teacher has a literary exercise in his room, consisting of reading, essays, orations, debates, current history, etc. To this end students are classified at the beginning of each year and assigned to the various teachers, the assignment depending on the advancement of the student, the Seniors being assigned to the Principal, the Juniors to the First Assistant, etc. In addition to giving instruction to these classes and having general supervision over this literary work, each teacher is expected to make a special study of students so assigned, and to report their condition, deficiencies and progress to the Principal at stated intervals. In this way a most effective supervision is maintained over the work and conduct of every student in the school. This supervision is one of interested, watchful observance, and not of prying officiousness. It is for the purpose of helping the student, not of informing against him.

GENERAL READING COURSE AND BOOK REPORTS.

In connection with the composition work spoken of above,

every student in the school is expected to read at least one book each term and to report upon the same to his composition teacher. It is expected that each teacher assign each student in his composition class one book of fiction, one of poetry and one of biography each year and to hear either a written or oral report upon it.

A regularly graduated course in general reading will be made out each year for the guidance of the teachers and for the more systematic execution of this important work.

IRISH'S ORTHOGRAPHY AND ORTHOEPEY.

In the Junior year, the work in orthography consists in the study of the excellent text on the subject prepared by Frank V. Irish. Here a deeper and more formal study than hitherto is made of the underlying principles of the words in the English language; diacritical marks, rules of spelling, word-formation, synonyms, etc., etc., being thoroughly studied.

A STUDY OF ENGLISH WORDS—ANDERSON.

This excellent text is taken up in the Senior year, and much of the history of the words in the English language is thus mastered. The history and derivation of the words and terms in our language are also sought in the etymological dictionaries, encyclopaedias, etc., almost daily reports being required of students in this phase of the subject. The object is to give them a knowledge of the sources of their language; to show how that language has been subject to a gradual but steady development, both in the meaning and forms of words; to point out to them wherein the language has gained and wherein it has lost in this transition, and incidentally to point out how much of the history of a people is written down in the words of their language.

DEPARTMENT OF MUSIC.

The Department of Music offers instruction in piano, vocal music, pipe organ, harmony, counter point, and musical history. In the piano department two courses of studies are offered, one for three years, leading to a teacher's certificate, and one of four years' leading to an artist's diploma.

Candidates for a teacher's certificate in piano must have one year Musical History, and three courses in Harmony besides the following thorough foundation in technique, studies, etc.

FIRST YEAR.

Studies by Heller, Czerny, Clementi Sonatines, Cramer, Hanon, Bach, short prelude and fugus, concertos and pieces by Mozart, Schubert, Haydn and Mendelssohn.

SECOND YEAR.

Book I Haydn, Book I Mozart Sonatas, Hanon, Cramer 50 studies Mendelssohn—Song without words, Bachneet tempered Clovicord, Schubert Donata's—and pieces by Brahms, Mendelssohn, Nazner, Liszt, Moszkowski.

THIRD YEAR.

Book II Haydn, Book II Mozart Sonatas, Czerny, Beethoven Sonatas—Book I—Bach Sonatas, Concertos by Mendelssohn and pieces by Brahms, Roff Liszt, Hayden Moszkowski.

PUPIL'S RECITAL.

Student's recitals are given at the close of each term, to which the public are invited.

Public concerts are given at stated times during the year.

History of Music—Knowledge of the beginning and development of music is necessary in a musical education.

This course is not extensive, but is designed to acquaint the student with the fundamental and most important facts of the act.

Fillmore's Musical History is preferred.

DEPARTMENT OF EXPRESSION.

It is the object of this department to give a comprehensive course in the essentials of expression, and the work is arranged so that the pupil, if diligent, may complete the course in two years. The study of expression gives grace and ease to movement, renders the voice durable and sympathetic, strengthens the mind and makes it more perceptive and discriminative, adds grace of manner and confidence to the student, and cultivates a taste for good literature.

Realizing that natural expression must proceed from a sound mind in a sound body, the first year's work consists of: physical culture, relaxation and contraction exercises for repose and harmony of action; voice culture for strength purity and distinctness; training the imagination to see the thought and hold it in the mind while portraying it for others; cultivation of the memory to retain the thought and acquire the language of the author; sight reading and

recitation; and the preparation and recital of a required number of selections.

This course does not consist merely of a lot of exercises and rules of elocution, but principles and laws of expression applied to conversation and recitation; the pupil is led to recognize these whenever he meets them in speech and on the printed page. This makes it an interesting study and is of great assistance in other studies. An excellent opportunity of appearing before an audience is afforded in the weekly meetings of the literary societies, while public recitals are held by the department whenever practicable.

The second year continues the work of the first and adds the study of Delsarte, pantomime, impersonation, character sketching, the monolog; the analysis and reading of classics of Tennyson, Browning, and Shakespeare; preparation of original cuttings from plays and novels, and original work. Each year several plays are produced in which students have the opportunity of appearing in dramatic roles. Upon the completion of the course and having had a course in rhetoric and literature the pupils will be granted a certificate in Expression.

TUITION,

Individual instruction per term, \$10.

Relief and cure of defective speech, coaching plays, orations, etc. special rates will be charged.

ENROLLMENT OF STUDENTS FOR 1909-1910.

GRADUATE STUDENTS.

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Woerner, F. O.	Bunker Hill	Berkeley
Gardiner, Anna H.	Berkeley Springs	Morgan

SENIORS.

Byerly, Ruth E.	Shepherdstown	Jefferson
Hause, Anna L.	Shepherdstown	Jefferson
Marten, Alice	Shepherdstown	Jefferson
McCaffrey, Pearl	Berkeley Springs	Morgan
McDonald, Evelyn B.	Shepherdstown	Jefferson
Miller, Annie Louise	Shepherdstown	Jefferson
Reinhart, Agnes G.	Shepherdstown	Jefferson
Staley, Nelly Ropp	Shepherdstown	Jefferson
Wilt, Alfreda Pearl	Elkins	Randolph
Taylor, Mary Louise	Horton	Randolph
*Billmyer, Carroll D.	Shepherdstown	Jefferson
Crowell, Charles W.	Jones Spring	Berkeley
Derr, Ira M.	Shenandoah Junction	Jefferson
Dodd D. Rollin	Hedgesville	Berkeley
*Dodd, Maurice R.	Hedgesville	Berkeley
Hodges, Richard	Shepherdstown	Jefferson
McNemar, W. V.	Lahmansville	Grant
*Magruder, E. L.	Kearneysville	Jefferson
*Sperow, Wilson P.	Martinsburg	Berkeley
Stuckey, Harry J.	Hedgesville	Berkeley
*Williams, Clyde	Shepherdstown	Jefferson

CERTIFICATES IN MUSIC.

Grubb, Mary Bruce	Shenandoah Junction	Jefferson
Link, Mary Virginia	Shepherdstown	Jefferson
Sperow, Dora Vivian	Martinsburg	Berkeley

JUNIORS.

Banks Abbie	Shepherdstown	Jefferson
Banks, Elizabeth Tanner	Shepherdstown	Jefferson
Beltzhoover, Kathryn Eckels	Shepherdstown	Jefferson
Dillon, M. Grace	Martinsburg	Berkeley
Donley, Mary	Shepherdstown	Jefferson
Folk, Marie Louise	Martinsburg	Berkeley
Moffett, Edith Eugenia	Shepherdstown	Jefferson
Muse, Stella V.	Davis	Tucker
Myers, Laila Ruth	Hedgesville	Berkeley
Sellar, Rose	Martinsburg	Berkeley
Sigler, Gertrude Louise	Shepherdstown	Jefferson

*Academic Diploma.

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Snyder, Rachel	Shepherdstown	Jefferson
Spedden, Nellie Holliday	Shepherdstown	Jefferson
Strode, Texana M.	Shepherdstown	Jefferson
Stephens, Minnie B.	Hinton	Summers
Wentling Grace E.	Paw Paw	Morgan
White, Lucy Virginia	Shepherdstown	Jefferson
Wright, Frances	Shepherdstown	Jefferson
Cunningham, Wilbert J.	Alpena	Randolph
Gardiner, Robert H.	Martinsburg	Berkeley
Harper, Charles N.	Riverton	Pendleton
Harr, Herbert M.	Buena	Tucker
Himes, William D.	Shepherdstown	Jefferson
Kearfot, William E.	Kearneysville	Jefferson
Knode, Preston	Sharpsburg	Maryland
Knott, Edgar S	Shepherdstown	Jefferson
Lambert, Oscar D.	Red Creek	Tucker
Lynch, William A.	Shenandoah Junction	Jefferson
Lyne, Charles Franklin	Shepherdstown	Jefferson
McCauley, J. A. J.	Paw Paw	Morgan
McDaniel Leon S	Kingwood	Preston
McGarry, Edmund D.	Bardane	Jefferson
Moler, Clyde	Bakerton	Jefferson
Myers, Victor C.	Hedgesville	Berkeley
Pendleton, B. S. Jr.	Shepherdstown	Jefferson
Poffenberger, H. C.	Sharpsburg	Maryland
Prilliman, William A.	Cucumber	McDowell
Roulette, E. R.	Sharpsburg	Maryland
Vance, Walter	Roaring	Pendleton

SOPHOMORE CLASS.

Armstrong, Mary Alice	Tressel	Pendleton
Britner, Hortense	Shepherdstown	Jefferson
Burns, Rosa	Charles Town	Jefferson
Derr Sophia	Shenandoah Junction	Jefferson
Gardner, Edith Stewart	Shepherdstown	Jefferson
*Graybeal, Lavonia M.	Franklin	Pendleton
Koontz, Julia Campbell	Shepherdstown	Jefferson
Licklider, Ruth	Shepherdstown	Jefferson
McQuilkin, Florence C.	Shepherdstown	Jefferson
Maddox, Julia Virginia	Shepherdstown	Jefferson
Rowe, Goldie R.	Shepherdstown	Jefferson
†Sperow, Dora Vivian	Martinsburg	Berkeley
Stuckey, Nora M.	Hedgesville	Berkeley
Taylor, Ruth Alverna	Shepherdstown	Jefferson
Winters, Lulu H.	Harper's Ferry	Jefferson
Crigler, Guy	Franklin	Pendleton
Criswell, Stuart H.	Shepherdstown	Jefferson
Dolly, Don Carlos	Teterton	Pendleton
Early E. P.	Sharpsburg	Maryland
Fairall, John T.	Shepherdstown	Jefferson
Fultz, John A.	Brandywine	Maryland
†Mrs. D. F. Dennis	Martinsburg	Berkeley
*Mrs. Wilford Lawson	Franklin	Pendleton

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Golladay, R. M.	Rio	Hampshire
Grice, Oliver P.	Sharpsburg	Maryland
Hardin, Nestor Carl	Moatsville	Barbour
Hinegardner, J. D.	Lost City	Hardy
Kidwiler, Elias W.	Shepherdstown	Jefferson
Miller, Leo H.	Sharpsburg	Maryland
Moyers, John J.	Mathias	Hardy
Perks, John M.	Shepherdstown	Jefferson
Smith, Leo	Shepherdstown	Jefferson
Snarr, O. W.	Rock Oak	Hardy
Snyder, Nelson T. Jr.	Shenandoah Junction	Jefferson
Staley Hammond	Shepherdstown	Jefferson
Weltner, G. C.	Brandonville	Preston
White, Henry	Shepherdstown	Jefferson
Williamson, Samuel G.	Shepherdstown	Jefferson
Yates, Frank	Rippon	Jefferson

ENTERED SPRING TERM OF 1910.

Custer, Jessie Rae	Berkeley Springs	Morgan
Dyer, Nora M.	Fort Seybert	Pendleton
Fortney, Evelyn B.	Kingwood	Preston
Gross, Huldah M.	Paw Paw	Morgan
Haines, Mary	Pleasant Dale	Hampshire
Harper, Mary	Riverton	Pendleton
Harper, Rella Myrtle	Mouth of Seneca	Pendleton
Hill, Lillian	Petersburg	Grant
Knott, Blanche	Shepherdstown	Jefferson
Leatherman, Mayme Corinne	Purgitsville	Hampshire
Martin, Bettie H.	Rio	Hampshire
Stalnaker, Kate	Valley Furnace	Barbour
Chorpenning Lloyd S.	Brandonville	Preston
Cox, Lewis Wilson	Tunnelton	Preston
Flynn, Luther	Arboreale	Pocahontas
Hiett, Harry E.	Hanging Rock	Hampshire
Hively, Walter Arrent	Huntersville	Pocahontas
Lewis, Edwin Glenn	Darkesville	Berkeley
Marsh, Cleophas O.	Nestersville	Barbour
Mish, Arnold	Inwood	Berkeley
Phillips, Howard Troy	Parsons	Tucker
Rexrode, Kenny T.	Fort Seybert	Pendleton
Stemple, John Earl	Kasson	Barbour
Watson, James O.	Three Churches	Hampshire

FRESHMAN CLASS.

Arthur, Dallas	Shepherdstown	Jefferson
Billmyer, Evelyn B.	Shepherdstown	Jefferson
Boyd Caroline G.	Charles Town	Jefferson
Brillhart, Lena Pearl	Summit Point	Jefferson
Butler, Helen Elizabeth	Shepherdstown	Jefferson
Dodd, Edith	Hedgesville	Berkeley
Fairall, Berenice E.	Shepherdstown	Jefferson
Feltner, Bettie Lillian	Martinsburg	Berkeley
Folk, Sarah	Shepherdstown	Jefferson

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Hill, Lorne Mabel	Shepherdstown	Jefferson
Humrickhouse, Anna V.	Shepherdstown	Jefferson
Knodel, Martha	Shepherdstown	Jefferson
Licklider, Samana	Shepherdstown	Jefferson
Link, Alleda Ruth	Shenandoah Junction	Jefferson
Little, Mae Belle	Gettysburg	Pennsylvania
Louthan, Mary	Shepherdstown	Jefferson
Maddex, Grace Lee	Shepherdstown	Jefferson
Miller, Nellie May	Shepherdstown	Jefferson
Myers, Mary Lourana	Shepherdstown	Jefferson
McGarry, Ethel	Shenandoah Junction	Jefferson
McQuilkin, Lucy	Shepherdstown	Jefferson
Reinhart, Charlotte S.	Shepherdstown	Jefferson
Snyder, Mary	Shenandoah Junction	Jefferson
Stanley, Lillie	Shenandoah Junction	Jefferson
Stanley, Mary	Shepherdstown	Jefferson
Swayne, Dora	Shepherdstown	Jefferson
Swayne, Ora	Shepherdstown	Jefferson
Triplett, Jaunita Octavia	Shepherdstown	Jefferson
Williamson, Mary	Shepherdstown	Jefferson
Wilt, Blanche Kathryn	Rippon	Jefferson
Bell, Ellis Clifton	Bardane	Jefferson
Billmyer, Frank William	Shepherdstown	Jefferson
Boyd, Charles C.	Charles Town	Jefferson
Childs, Davis S.	Summit Point	Jefferson
Fairall, Campbell K.	Shepherdstown	Jefferson
Folk, William L.	Shepherdstown	Jefferson
Frazier, James Douglas	Shepherdstown	Jefferson
Fulk, Harry L.	Kearneysville	Jefferson
Gates, Cecil R.	Cherry Run	Morgan
Griffith, F. Leith	Gerrardstown	Berkeley
Kearfoot, J. P. Jr.	Kearneysville	Jefferson
Knott, Walter	Shepherdstown	Jefferson
Link, Adam Baker	Shepherdstown	Jefferson
Lohm, George Louis	Wheeling	Ohio
Miller, Edwin W.	Gerrardstown	Berkeley
Miller, William Lucas	Shepherdstown	Jefferson
Morrow, Evarts W.	Shepherdstown	Jefferson
Porterfield, Marvin H.	Martinsburg	Berkeley
Propst, Elmer E.	Brandywine	Pendleton
Sachs, William A.	Charles Town	Jefferson
Shepherd, Henry	Shepherdstown	Jefferson
Smith, Thurman T.	Hoy	Hampshire
Snyder, Oscar L.	Levels	Hampshire
Weist, Paul F.	Rippon	Jefferson

ENTERED SPRING TERM OF 1910.

Busey, Cora Harrison	Gerrardstown	Berkeley
Custer, Rilla Miree	Berkeley Springs	Morgan
Funkhouser, Dora	Baker	Hardy
Grapes, Daisye R.	Pleasant Dale	Hampshire
Hawse, Cora Lee	Lost City	Hardy
Henson, Jane Goldie	Bunker Hill	Berkeley

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Marshall, Lillian	Lost City	Hardy
Marshall, Ella R.	Shepherdstown	Jefferson
Miller, Ruth	Bunker Hill	Berkeley
Moler, Hilda	Bakerton	Jefferson
Moler, Martha Rosalind	Shenandoah Junction	Jefferson
Swisher, Emma	Rio	Hampshire
Wagoner, Zaida Blanch	Alaska	Mineral
Grapes, Roy M.	Pleasant Dale	Hampshire
Grapes, Willie Ottis	Pleasant Dale	Hampshire
Martin, John A.	Rio	Hampshire
Morrow, Hamilton W.	Shepherdstown	Jefferson
Squires Olen P.	Reedsville	Preston
Wolford, Oscar Lawrence	Ruckman	Hampshire

PREPARATORY.

Daniels, Lucretia	Shenandoah Junction	Jefferson
Hendricks, Marzie E.	Shenandoah Junction	Jefferson
Knott, Esther May	Shepherdstown	Jefferson
Knott, Ruth Elizabeth	Shepherdstown	Jefferson
Louthan, Emma Lee	Shepherdstown	Jefferson
McDonald, Maude M.	Shepherdstown	Jefferson
Sampsell, Emily	Shepherdstown	Jefferson
Shipper, Ada L.	Hedgesville	Berkeley
Smith, Mildred	Shepherdstown	Jefferson
Triplett, Mary Johnston	Shepherdstown	Jefferson
Williamson, Bessie V.	Shepherdstown	Jefferson
Wysong Anna Katherine	Shepherdstown	Jefferson

Athey, Thos. Edgar	Shepherdstown	Jefferson
Bowley, Lawrence Vaughan	Shepherdstown	Jefferson
Clipp, Thomas William	Charles Town	Jefferson
Clapham, Roger	Martinsburg	Berkeley
Daniels, William B.	Shenandoah Junction	Jefferson
Hardin, Wm. Edmund	Moatsville	Barbour
Jones, Charles M.	Shepherdstown	Jefferson
Kephart, Ira Jackson	Shenandoah Junction	Jefferson
Link, Charles Rockey	Shenandoah Junction	Jefferson
Maddox, William Lee	Shenandoah Junction	Jefferson
Snyder, Ferd H.	Sheandoah Junction	Jefferson
Snyder, Luther	Shenandoah Junction	Jefferson
Spedder, Julian Elwood	Shepherdstown	Jefferson
Sperow Charles H. E.	Martinsburg	Berkeley
Staley, Roy	Shepherdstown	Jefferson
Stanley, William	Shenandoah Junction	Jefferson
White, Russell	Shepherdstown	Jefferson

TEACHERS' REVIEW CLASS.

Atkinson, Mary Isabel	Berkeley Springs	Morgan
Busey, Cora Harrison	Gerrardstown	Berkeley
Custer, Jessie Rae	Berkeley Springs	Morgan
Custer, Rilla Miree	Berkeley Springs	Morgan
Dyer, Nora M.	Fort Seybert	Pendleton
Fortney, Evelyn B.	Kingwood	Preston

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Funkhouser, Dora	Baker	Morgan
Grapes, Daisye R.	Pleasant Dale	Berkeley
Gross, Huldah M.	Paw Paw	Morgan
Haines Mary	Pleasant Dale	Morgan
Harper, Mary	Riverton	Pendleton
Harper, Rella Myrtle	Mouth of Seneca	Preston
Hawse, Cora Lee	Lost City	Hardy
Henson, Jame Goldie	Bunker Hill	Hampshire
Hill, Lillian	Petersburg	Morgan
Knott, Blanche	Shepherdstown	Hampshire
Leatherman, Mayme Corinne	Purgitsville	Pendleton
Marshall, Lillian	Lost City	Pendleton
Marshall, Ella R.	Shepherdstown	Hardy
Martin Bettie H.	Rio	Berkeley
Miller, Ruth	Bunker Hill	Grant
Moler, Hilda	Bakerton	Jefferson
Moler, Martha Rosalind	Shenandoah Junction	Hampshire
McDonald, Grace Theresa	Shepherdstown	Hardy
McDowell, Florence	Martinsburg	Jefferson
Shipper, Ada L.	Hedgesville	Hampshire
Swisher, Emma	Rio	Berkeley
Stalnaker, Kate	Valley Furnace	Jefferson
Triplett, Icy B.	Kerens	Jefferson
Wagoner, Zaida Blanch	Alaska	Jefferson
Ziler, Laura	Great Cacapon	Morgan
Auvil George Cassel	Valley Furnace	Barbour
Chorpening, Lloyd S.	Brandonville	Preston
Cox, Lewis Wilson	Tunnelton	Preston
Flynn, Luther	Arboreale	Pocahontas
Grapes, Roy M.	Pleasant Dale	Hampshire
Grapes, Willie Ottis	Pleasant Dale	Hampshire
Haught, Warren Winfield	Atwood	Tyler
Hiett, Harry E.	Hanging Rock	Hampshire
Hively, Walter Arrent	Huntersville	Pocahontas
Lewis, Edwin Glenn	Darquesville	Berkeley
Marsh, Cleophas O.	Nestorsville	Barbour
Martin, John A.	Rio	Hampshire
Mish Arnold	Inwood	Berkeley
Morrow, Hamilton W.	Shepherdstown	Jefferson
Phillips, Howard Troy	Parsons	Tucker
Rexrode, Kenny T.	Fort Seybert	Pendleton
Squires, Olen P.	Reedsville	Preston
Stemple, John Earl	Kasson	Barbour
Watson, Jas. O.	Three Churches	Hampshire
Wolford, Oscar Lawrence	Ruckman	Hampshire

STUDENTS IN MUSIC.

Athey, Olive	Shepherdstown	Jefferson
Atkinson, Mary Isabella	Berkeley Springs	Morgan
Banks Elizabeth	Shepherdstown	Jefferson
Beinhart, Frieda	Cincinnati	Ohio
Beltzhoover, Kathryn	Shepherdstown	Jefferson
Rusev, Cora Harrison	Gerrardstown	Berkeley
Custer, Jessie Rae	Berkeley Springs	Morgan

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Daniels, Lucretia	Shenandoah Junction	Jefferson
Dodd, Edith	Hedgesville	Berkeley
Felker, Eva	Shenandoah Junction	Jefferson
Funkhouser, Dora	Baker	Hardy
Fortney, Evelyn B.	Kingwood	Preston
Gardner, Edith Stewart	Shepherdstown	Jefferson
Graybeal Lavinia	Franklin	Pendleton
Gross, Huldah M.	Paw Paw	Morgan
Grubbs, Mary Bruce	Shenandoah Junction	Jefferson
Hawse, Cora Lee	Lost River	Hardy
Harper, Rella M.	Mouth of Seneca	Pendleton
Hendricks, Mabel	Shepherdstown	Jefferson
Hill, Mabel	Shepherdstown	Jefferson
Hodges, Frances	Shepherdstown	Jefferson
Knott, Ruth Elizabeth	Shepherdstown	Jefferson
Knott, Esther May	Shepherdstown	Jefferson
Leatherman, Mayme C.	Purgitsville	Hampshire
Licklider Bessie	Shepherdstown	Jefferson
Licklider, Ruth	Shepherdstown	Jefferson
Licklider, Samana E.	Shepherdstown	Jefferson
Link, Mary Virginia	Shepherdstown	Jefferson
Myers, Laila Ruth	Hedgesville	Berkeley
Myers, Lena	Shepherdstown	Jefferson
Myers, Mary Lourana	Shepherdstown	Jefferson
McGarry, Honorah Ethel	Shenandoah Junction	Jefferson
McGarry, Katherine	Shenandoah Junction	Jefferson
Miller, Annie Louise	Shepherdstown	Jefferson
Miller, Katherine	Shepherdstown	Jefferson
Miller, Marigold	Sharpsburg	Maryland
Rowe, Goldie R.	Shepherdstown	Jefferson
Sperow Dora Vivian	Martinsburg	Berkeley
Stouffer, Julia	Sharpsburg	Maryland
Stuckey, Nora M.	Hedgesville	Berkeley
Taylor, Mary Louise	Elkins	Randolph
Triplett, Mary Johnston	Shepherdstown	Jefferson
Wentling, Grace E.	Paw Paw	Morgan
Williams, Kathryn	Martinsburg	Berkeley
Williams, Nannie	Martinsburg	Berkeley
Wilt, Blanche K.	Rippon	Jefferson
Wysong, Kathryn	Shepherdstown	Jefferson
Billmyer, Carroll D.	Shepherdstown	Jefferson
Dodd, D. Rollin	Hedgesville	Berkeley
Flanagan, Griggs	Shepherdstown	Jefferson
Morrow, E. W.	Shepherdstown	Jefferson
Porterfield Marvin H.	Martinsburg	Berkeley

GIRLS' CHORUS.

Elizabeth Banks	Laila Myers
Kathryn Beltzhoover	Edith Moffett
Edith Dodd	Nellie Spedden
Bernice Fairall	Dora Sperow
Anna Gardiner	Mary L. Taylor
Ruth Knott	Blanche Wilt
Evelyn McDonald	

SEXTETTE.

Elizabeth Banks
Dora Sperow
Blanche Wilt

W. D. Himes
E. W. Morrow
Wilson Sperow

MODEL SCHOOL.

Athey, Rose
Billmyer, James
Coffinbarger, Grace
Coffinbarger, Holland
Crowell, Luther Lee
Durrett, Edith
Durrett, Eleanor
Durrett, Ethel

Fultz, Henrietta
Henson, Thomas
McDonald, Vivian
Myers, Ruth
Osbourn Charles
Osbourn, Stuart
VanMetre, Mary Florence
Wilson, Florence

STUDENTS ENROLLED IN SUMMER SCHOOL.

Bready, Mary E.
Cockrell, Lillie G.
Digman, Lena Ethyl
Engle, Jessie Mae
Engle, Buella Forest
Gardner, Edith
Gross, Huldah
Henning, Marjorie
Hill, Lillian
Lancaster, Millie A.
Light, Augusta Ann
Light, Eleanore N. D.
Maddox, Nannie A.
Noles, Marybelle
Oglesbee, Carrie S.
Strode, Texana M.
Stuckey, Nora M.
Thompson, Mary Estella
Triplett, Mary Johnston
Vanorsdale, Lizzie
Weese, Ollie May
Ziler, Laura

Martinsburg	Berkeley
Inwood	Berkeley
Davis	Tucker
Martinsburg	Berkeley
Martinsburg	Berkeley
Shepherdstown	Jefferson
Paw Paw	Morgan
Davis	Tucker
Petersburg	Grant
Martinsburg	Berkeley
Hedgesville	Berkeley
Hedgesville	Berkeley
Shenandoah Junction	Jefferson
Berkeley Springs	Morgan
Alaska	Mineral
Shepherdstown	Jefferson
Hedgesville	Berkeley
Berkeley Springs	Morgan
Shepherdstown	Jefferson
Great Cacapon	Morgan
Moorefield	Hardy
Great Cacapon	Morgan

Auvil, George Cassel
Calhoun, Virgil
Calhoun, Rudolph Dicator
Chorpening, Lloyd Sherman
Cox, Lewis Wilson
Flynn, Luther
Gates, Cecil R.
Phillips, Howard Troy
Snarr, O. W.
Stanton, Charles Carlton
Stemple, Earl
Triplett, Chas. C.
Vance, Walter

Valley Furnace	Barbour
Circleville	Pendleton
Circleville	Pendleton
Brandonville	Pendleton
Tunnelton	Preston
Arborevale	Pocahontas
Cherry Run	Morgan
Parsons	Tucker
Rockoak	Hardy
Shepherdstown	Jefferson
Kasson	Barbour
Shepherdstown	Jefferson
Roaring	

SUMMARY OF ENROLLMENT 1909-1910.

	Ladies	Gentlemen	Total
Graduate Students	1	1	2
Seniors	13	11	24
Juniors	18	21	39
Sophomores	27	34	61
Freshman	43	30	73
Preparatory	12	17	29
Teachers' Review Class	31	20	51
Students taking Music	47	5	52
College Orchestra	2	8	10
Summer School Enrollment	22	13	35
Model School	11	6	17
	<hr/>	<hr/>	<hr/>
Total	227	166	393
Deduct those counted twice	75	6	81
	<hr/>	<hr/>	<hr/>
	152	160	312

COUNTIES REPRESENTED.

Barbour	Jefferson	Pendleton
Berkeley	Morgan	Preston
Grant	McDowell	Randolph
Greenbrier	Mineral	Tucker
Hampshire	Ohio	Tyler
Hardy	Pocahontas	Washington, Md.

ALUMNI RECORD.

OFFICERS OF ALUMNI ASSOCIATION, 1910-1911.

President—W. J. Knott, Class of '79.
First Vice President—Miss Ella Hout, Class of '79.
Second Vice President—Dr. James N. Ranson, Class of '76.
Recording Secretary—Miss E. M. Turner, Class of '95.
Corresponding Secretary—Miss Alice Banks, Class of '06.
Treasurer—E. Rush Turner, Class of '75.

EXECUTIVE AND FINANCE COMMITTEE.

S. J. Hodges, Class of '93.
C. J. Miller, Class of '74.
Mrs. Mollie Folk, Class of '90.
Miss Louise Anna Snyder, Class of '04.
Miss Alice Banks, Class of '06.
Miss Lucy H. Schoppert, Class of '87.

1874.

Ida M. Billmyer, Mrs. Frank Hill, Martinsburg, W. Va.
Belle Byers, M. E. L., Mrs. James W. Bane, Charles Town, W. Va.
Rosa Lee Cockrell, teacher, Keller, W. Va.
Ida V. Chapline, Mrs. James H. Rogers, Purgittsville, W. Va.
Annie E. Fawcett, M. E. L., Mrs. Adam Colbert. Died January 26, 1900.
Mary F. Fulk. Died August 19, 1892.
Ida B. Kearney, Washington, D. C.
Ella M. Kelsey, teacher, Shepherdstown Graded School.
Sue V. Koontz, Mrs. R. C. Hess, Died January 22, 1906.
Annie D. Licklider, Shepherdstown, W. Va.
Rose Snyder, M. E. L., Mrs. M. H. Turner, Shepherdstown, W. Va.
Eleanor S. Powell, Mrs. H. W. Potts, Shepherdstown, W. Va.
Wm. Price Craighill, M. E. L. Died November 16, 1881.
James M. Engle, clerk in Treasury Department, Washington, D. C.
Charles M. Folk. Died October 23, 1898.
William J. Henkle, former, Brunswick, Md.
Andrew J. Lemaster, M. E. L., physician, Beddington, W. Va.
Charles J. Miller, M. E. L., Shepherdstown, W. Va.
Clinton M. Miller. Died October 5, 1890.
Augustine C. Morgan, farmer, Shepherdstown, W. Va.
James W. Wylie. Died March 27, 1901.

1875

Rose A. Byers, Baltimore, Md.
 Ella S. Byers, M. E. L., Mrs. W. E. Phelps, Baltimore, Md.
 Ida M. Fleming, M. E. L., Mrs. Eugene Gerstell, Mineral county, W. Va.
 Kate S. Groff, Mrs. Henry Busey, Gerrardstown, W. Va.
 Ada M. Harp, M. E. L., Mrs. C. D. Keplinger, Shepherdstown, W. Va.
 Annie S. Harrison, Mrs. C. S. Hunter, Hagerstown, Md.
 Emma K. Hawkins, Mrs. S. O. Kaminer, Lexington, S. C.
 Ida M. Hill, Mrs. Ida H. Neil, teacher, Shepherdstown Graded Schools.
 Julia A. Hoffman, Mrs. Fillmore Reynolds, Hagerstown, Md.
 Laura M. Lee, Mrs. W. M. Simpson. Died September 18, 1895.
 Ida P. Lemen, Mrs. H. L. Couchman, Berkeley county, W. Va.
 Florence McAnly, Mrs. Theodore Rogers, Shepherdstown, W. Va.
 Brownie Morrison, Mrs. J. H. Neff, Harrisonburg, Va.
 Anna B. Osbourn, Mrs. Morris Hendricks, Shepherdstown, W. Va.
 Kate L. Rentch, Mrs. C. D. Wysong, Shepherdstown, W. Va.
 Fannie Shepherd, Mrs. Hugh P. Allen, Pittsburg, Pa.
 Ida M. Smurr, M. E. L., Mrs. Dennis Kilmer, Martinsburg, W. Va.
 J. E. S. Baker. Died January 23, 1889.
 James W. Coffinbarger, farmer, Shepherdstown, W. Va.
 Harry B. Highbarger. Died March 19, 1881.
 John S. Hollis, manager White Sewing Machine Co., Chicago, Ill.
 John O. Knott, M. E. L., minister, Covington, W. Va.
 George M. Knott, M. E. L., Mgr. Knott Bros. Stone Work, Moler's West Virginia.
 William E. Osbourn, farmer, Shepherdstown, W. Va.
 Thos. L. Rickard, merchant, Hagerstown, Md.
 Charles T. Smootz, Principal Graded School, Shepherdstown, W. Va.
 Harry M. Turner, M. E. L., Immigration Service, Yarmouth, N. S.
 E. Rush Turner, Cashier, Farmer's Bank, Shepherdstown, W. Va.

1876

Sallie G. Entler, Kearneysville, W. Va.
 A. Rose Johnson, teacher, Philadelphia, Pa.
 Emma K. Keesecker, M. E. L., Mrs. W. C. Link, Shepherdstown, W. Va.
 Bettie M. Morgan. Died December 6, 1890.
 Laura Powell, Mrs. William Roberts, Williamsburg, Va.
 Lillie A. Reinhart, Mrs. Samuel T. Knott, Moler's, W. Va.
 Julia M. Rentch, M. E. L. Died July 21, 1907.
 Hattie H. Saunders. Died May 23, 1878.
 S. Louise Saunders, Mrs. W. P. Manning, Washington, D. C.
 Octavia E. Triplett, Mrs. J. Boxwell, Paw Paw, W. Va.
 Mary L. West, Mrs. Charles L. Pape, Howardsville, Md.
 Hugh P. Allen, civil engineer, Pittsburg, Pa.

George F. Engle, M. E. L., traveling salesman, Baltimore, Md.
 Edward L. Folk, M. E. L., minister, Middlebrook, Va.
 George W. D. Folk, farmer, Berkeley county, W. Va.
 H. C. Getzendanner, M. E. L., telephone manager, Charlestown, W. Va.
 A. Frank Hess, M. E. L., Relief Ass'n. S. P. R. R., San Francisco, Cal.
 Samnel T. Knott, M. E. L., physician, Moler's, W. Va.
 G. Port Morrison, physician, Martinsburg, W. Va.
 Horace C. Osborne. Dead.
 Elyett B. Pittsnogle, Died July 6, 1904.
 James N. Ransom, dentist, Charles Town, W. Va.
 Melvin L. Ronemous, clerk, Newport News, Va.
 James T. Ryan, carpenter, Kansas City, Mo.
 J. Allen Staley, Westinghouse Electric Co., Pittsburg, Pa.
 Randolph J. Strider. Died June 4, 1890.
 Joseph Walper, farmer, Shepherdstown, W. Va.

1877

Ella R. Cameron, M. E. L., Mrs. R. M. Billmyer, Shepherdstown, W. Va.
 Ella D. Hout, M. E. L., Shepherdstown, W. Va.
 Anna J. Morgan, M. E. L., Mrs. H. C. Getzendanner, Charles Town,
 West Virginia.
 Dora A. Snyder, M. E. L., Mrs. Lawrence Hout, Warrenton, Va.
 Lily V. Stonebraker, M. E. L., Mrs. Lily V. Ockershausen, New York.
 Jennie B. Vandiver, M. E. L., Mrs. W. F. Wirgman, Romney, W. Va.
 William T. Highbarger, M. E. L., physician, Maysville, W. Va.
 Charles F. Poland. Died March 18, 1900.

1878

Mary E. Allen, Mrs. William E. Barr, Sanger, Cal.
 Florence Humrickhouse, M. E. L., Mrs. Wm. Graham. Died July 19,
 1885.
 Marian Lakin, Mrs. Daniel Hendrickson, Grant County, W. Va.
 Alice H. Smootz, M. E. L., Shepherdstown, W. Va.
 George W. Banks, physician, Shepherdstown, W. Va.
 C. W. Crow, conductor N. & W. Railway, Hagerstown, Md.
 Jacob F. Engle, M. E. L. Died July 31, 1904.
 Jesse A. Engle, principal of schools, Harper's Ferry, W. Va.
 Robert N. Harp, M. E. L. Died June 9, 1888.
 Robert M. Huyett, farmer, Miami, Mo.
 R. S. Hubbard, M. E. L., Philadelphia, Pa.

1879

Bettie M. Clapham, teacher, Grafton, W. Va.
 Lily Fleming, Shepherdstown, W. Va.

Rose Fleming, Mrs. George Coffinbarger. Died March 2, 1885.
 Ida M. Osbourn, Mrs. S. M. Huyett, Leetown, W. Va.
 Amelia P. Pitsnogle, Mrs. John Miller, Berkeley county, W. Va.
 Emma W. Reynolds, Mrs. Thomas J. Clapham, Berkeley county, W. Va.
 Joseph H. Bowers, M. E. L., merchant, Oroville, Cal.
 Charles R. Fawcett, M. E. L., minister, Delmar, Del.
 H. Lee Hout, M. E. L., minister, Piedmont, W. Va.
 William J. Knott, M. E. L., farmer, Shepherdstown, W. Va.
 William Jennings Logie, M. E. L. Died August 7, 1881.
 Edward R. Lucas. Died December 31, 1901.
 James S. Michael, dealer in seeds, Sioux City, Iowa.
 J. Davis Rentch, M. E. L. Died March 26, 1887.
 Charles H. Reinhart, traveling salesman, Parsons, Kan.
 F. L. Weltzheimer, secretary P. B. A., Shepherdstown, W. Va.
 Gustave B. Wiltshire, insurance agent, Martinsburg, W. Va.

1880

Virginia L. Brooks, Mrs. Bricker, Darkesville, W. Va.
 Minnie R. Crisman, teacher, Grenada county, Miss.
 Mary E. Entler, Mrs. Wm. Folk, Kearneysville, W. Va.
 Nannie M. Fleming, Mrs. J. B. Fleming, Williamsport, Md.
 Ida E. Folk, Mrs. A. A. P. Neel, Jr., Burlington, W. Va.
 Lula M. Huyett, Mrs. Amos A. Wheeler, Miami, Mo.
 Laura May Murphey, Mrs. R. C. Richardson, Died November 4, 1887.
 Sallie B. Lemen, Mrs. H. L. Hout, Piedmont, W. Va.
 Charles C. Custer, merchant, Martinsburg, W. Va.
 John P. Engle, conductor, B. & O. R. R., Baltimore, Md.
 Daniel H. Folk. Died June 2, 1904.
 George H. Ramsburg, Leetown, Jefferson county, W. Va.
 Benjamine F. Trostle, McKeesport, Pa.
 J. Frank Turner, M. E. L., banker, Charles Town, W. Va.

1881

George Lee Johnson, Mrs. Jos. L. Walper, Shepherdstown, W. Va.
 Robert M. Billmyer. Died July 23, 1891.
 John P. Engle. Died January 9, 1888.
 Wm. L. Koontz, commission merchant, Washington, D. C.
 Thomas F. Lemen, Martinsburg, W. Va.

1882.

Lillian Lee Chapline, Mrs. Wm. A. Conklyn, Prosperity, Pa.
 S. C. Virginia Folk. Died October 7, 1888.
 Sydney A. Groves, Mrs. Neal, Roanoke, Va.
 Mary C. Hill, Mrs. Harry Ganz, Chicago, Ill.

Anna H. Hunter. Died December 24, 1896.
Helen B. Pendleton, teacher, San Francisco, Cal.
N. M. Hendricks, physician, Dayton, Ohio.
Julian L. Latimer, Commander, U. S. Navy.
Wm. H. Wolf. Died June 14, 1906.

1883

Alice P. Pendleton. Died June 26, 1898.

1884

Hattie V. Bennett, Mrs. J. C. Hann, Lancaster, Pa.
Lizzie A. Boswell, Mrs. J. W. Watts, Waynesboro, Va.
Ada V. Brotherton, Mrs. M. L. Eichelberger, Washington, D. C.
Margaret L. Graves, Mrs. J. A. Staley, Pittsburg, Pa.
Sallie C. Holliday, Mrs. J. P. Porterfield, Berkeley county, W. Va.
Mathew E. Mason, engineer, Tuskegee, Ala.
Edward H. Spohn, teacher, Frederick, Md.
H. L. Wintermoyer, merchant, Shepherdstown, W. Va.
Enoch H. Vickers, Professor of Economics, University of Tokio, Japan.

1885

Kate Eichleberger, Mrs. D. W. Shultz, Hagerstown, Md.
Nannie B. Herr, Mrs. W. H. Kearfott, Kearneysville, W. Va.
Julia Mason, Mrs. George Ed. Smith, Frederick, Md.
Sallie H. Miller, Mrs. J. A. Marstella. Died May 9, 1908.
Ella B. Rickard, Mrs. D. Frank Miller, York, Pa.
Verina Stonebraker, Mrs. Frank Rohde, New York, N. Y.
Sallie Wysong. Died July 4, 1909.
E. C. Armstrong, Assoc. Prof Romance Languages, John Hopkins.
Charles S. Billmyer, farmer, Shepherdstown, W. Va.
Harry Hollida, farmer, Snyder's Mills, W. Va.
James N. Randall, Sec'y Savings & Loan Assn., Philadelphia, Pa.
Brock Reinhart. Died April 19, 1898.

1886

Nellie R. Bennett, Mrs. S. P. Humrickhouse, Shepherdstown, W. Va.
Jacob F. Folk. Died December 1, 1899.
James K. Hendricks, county surveyor, Jefferson county, W. Va.

1887.

Susie C. Ferrell. Died January 21, 1892.
Lucy H. Schoppert, Shepherdstown, W. Va.
Etta S. Porter, Mrs. C. C. Frazier, Shepherdstown, W. Va.
Jeannie Wysong, Mrs. E. T. Lea, Trenton, N. J.

W. S. Hammond, minister, Middletown, Va.
F. M. Logie, Charles Town, W. Va.

1888.

Mary M. Myers, Mrs. T. H. Rife, Fair Dealing, Mo.
Charles R. Jones, manager Berryville Milling Co., Berryville, Va.
Joseph B. Reinhart, manager Atlantic Tea Co., Brooklyn, N. Y.

1889

Harry M. Allen, Richmond, Va.
F. Melvin Davis, farmer, Washington county, Md.
Frank McDaniel, minister, Orange, N. J.
Alvey Reinhart, traveling salesman, Thayer, Kansas.

1890

Ella R. Kanode, Mrs. Ed L. Beachley, Manassas, Va.
Mollie Wintermoyer, Mrs. Mollie Folk, Shepherdstown, W. Va.
Hugh N. Leavell, physician, and Prof. Louisville Med. Col., Louisville,
Kentucky.

1891

Annie B. Lewis, Mrs. G. Edward Clipp, Kabletown, W. Va.
Martin L. Fearnow, teacher, Reliance, Va.
Walter R. Hill, minister.
Carlton H. Licklider, U. S. Mail service, Baltimore, Md.

1892

Bessie A. Albin, Rippon, W. Va.
Mary E. Babb, Falls, W. Va.
Emilie C. Smith, nurse, Philadelphia, Pa.
John Edwards, minister, Catonsville, Md.
James A. Engle. Died January 13, 1899.
Harry K. Lewis, Mgr. Heekin Coffee Co., Corinthe, Miss.
George F. Welshans. Died September 6, 1895.

1893

Mary H. Hill, Mrs. J. L. Wever, Martinsburg, W. Va.
Essie Lee Knott, Mrs. Samuel Knott, Pasedena, Cal.
Elizabeth S. Pendleton, Pittsburg, Pa.
Frank E. Beltzhoover. Died March 3, 1894.
W. E. Byers, physician, Baltimore, Md.
John R. Davis, farmer, Washington county, Md.
Richard N. Edwards, minister, Doub's, Maryland.
S. J. Hodges, merchant, Shepherdstown, W. Va.

William R. Moler, merchant, Shepherdstown, W. Va.
E. Smith Munson, merchant, Hagerstown, Md.
Herbert A. Osbourn, Treasury Department, Washington, D. C.
J. G. Rightstine, Shepherdstown, W. Va.

1894

M. May Hoffman, Mrs. C. D. Hutchinson, Omaha, Neb.
A. S. Lucas, clerk, Pittsburg, Pa.
S. E. Osbourn, teacher, Port Deposit, Md.
C. C. Bauserman, farmer, Shenandoah county, Va.
H. N. Pendleton, Pittsburg, Pa.
E. D. Turner, County Supt. of Schools, Jefferson county, W. Va.
P. G. Allen, lawyer, Max Bass, N. D.
J. A. Trostle, minister, Timber Ridge, Va.

1895

Mary A. Licklider, Shepherdstown, W. Va.
Nellie B. Marten, Mrs. Harvey H. Harmer, Clarksburg, W. Va.
Genevive Rightstine, Mrs. T. Butler Jones, Shepherdstown, W. Va.
Katie Sowers, Mrs. C. H. Billmyer, Shepherdstown, W. Va.
Ella M. Turner, instructor Science, Shepherd College.
R. K. Bragonier, physician, Keystone, W. Va.
H. H. Hartzell, Shepherdstown, W. Va.

1896

Florence Hoffman, Mrs. W. S. Myers, Charles Town, W. Va.
Addie Myers, Mrs. R. L. Van Metre, Berkley county, W. Va.
Rhoda Needy, teacher, Shepherdstown, W. Va.
Elma Trussell, Mrs. E. D. Turner, Halltown, W. Va.
H. W. Baker, auditor's office, P. R. R., Philadelphia, Pa.
George M. Beltzhoover, Jr., lawyer, Charles Town, W. Va.
S. H. Dandridge. Died January 8, 1897.
W. M. Duke, instructor modern languages, Shepherd College.
David Lemen, grain dealer, Shepherdstown, W. Va.
G. B. Miller, editor Morgantown, W. Va.
E. M. Meyers, physician, Bennett, Nebraska.
B. H. Trussell, Armour Packing Co., Lynchburg, Va.

1897

Nellie Lane Butler, Mrs. C. P. Mitchel, Mexico.
Nellie May Hendricks, Mrs. M. S. R. Moler, Keller, W. Va.
Bessie Butler Licklider, teacher, Shepherdstown Graded School.
Anna Ruckman, teacher, Romney, W. Va.
Curtis Sylvester Feeser, Treasury Department, Washington, D. C.

W. Gregory Marten, stenographer, Chicago, Ill.
Allen Wilson Porterfield, instructor Columbia University, N. Y.
Ernest Corbin Tabler, civil engineer, Mannington, W. Va.

1898.

Katherine Shepherd Lucas, Mrs. Walter B. Stehl, Centerville, Md.
Jane Carricot Strider, Mrs. W. A. Appleby, Washington, D. C.
W. Howard Myers, minister, San Angelo, Texas.
A. A. P. Neel, Jr., Minister, Burlington, W. Va.
Ira Clarence Thompson, farmer, Herndon, Va.

1899

Grace Amelia Byers, Mrs. Zahn, Washington, D. C.
Edith Viola Donley, teacher, Moler's Cross Roads, W. Va.
Clara Belle Greenwood, Mrs. Harvey Edwards, South Boston, Va.
Mary Agnes Hess, Mrs. W. F. Rau, Clarksburg, W. Va.
Elba Clarentine Hoffman, Mrs. J. D. Muldoon, Shepherdstown, W. Va.
Mary Laura Hoffman, Mrs. John T. Edwards. Died January 3, 1910.
George Clayton Hill, stenographer, N. Y.
George T. Hodges, Zamboango, Phillipine Islands.
Robert P. McGarry, teacher of elocution, Shepherd College.
William Gilmore Neill, Passed Assistant Paymaster, U. S. Navy.

1900

Katherine Hammond Butler, Mrs. Bernard Gustafson, Plainfield, N. J.
Katherine Joyce Donley, teacher, Sistersville, W. Va.
Laura Lavinia Knode, Mrs. Charles J. Derr, Shenandoah Junction, West Virginia.
Lalla Rose Maddex, teacher, Jefferson county, W. Va.
Florence Sidney Miller. Died February 21, 1905.
Margaret Reynolds Welshans, Mrs. St. Clair Clayton, Baltimore, Md.
Ralph Winebrenner Border, lawyer, Martinsburg, W. Va.
Guy Holland McKee, merchant, Martinsburg, W. Va.
Charles Hugh Reinhart, Eagle Rock, Va.
Boyd Armstrong Rinehart, Life Insurance Co., Cumberland, Md.
Brown Ferdinand Sperow, civil engineer, Johnson City, Tenn.
Granville Hampden Triplett.
George Peterkin Unseld, teacher, Downsville, Washington Co., Md.

1901

Clara Jessie Hoffman, teacher, Shepherdstown Graded Schools.
Anna Katherine McKee, Kearneysville, W. Va.
John Luther Daniels, Fish Commission, Washington, D. C.
Robert Newton Duke, salesman, Philadelphia, Pa.

Joseph Howard Hodges, Physician, Harper's Ferry, W. Va.
Dwight Eggleston McQuilkin, Roanoke, Va.
Herbert Clifton Miller, traveling agent, Kearneysville, W. Va.

1902

Lutie May Alstaldt. Died January 24, 1905.
Lucie Adele Beltzhoover, teacher, Morgantown, W. Va.
Elizabeth Price Butler, Shepherdstown, W. Va.
Maude Meredith Cross, Shepherdstown, W. Va.
Marie Louise Hodges, Mrs. D. B. Lucas, Jr., Shepherdstown, W. Va.
Mary Lillian Knott, Mrs. Johnson, Parsons, W. Va.
Almira Marten, Shepherdstown, W. Va.
Hugh Cooper Barnes, mechanical engineer, Pittsburg Pa.
Eugene Hildt Barnhart, civil engineer P. R. R., Pittsburg, Pa.
William Henry Sperow, dentist, Martinsburg, W. Va.

1903

Hattie Cease Barnhart, Shepherdstown, W. Va.
Florence Eggleston Licklider, Shepherdstown, W. Va.
Ernest Heald Bitner, physician, Martinsburg, W. Va.
Joseph W. Gain, student, Washington, D. C.
Henry Wood Thrasher, teacher, R. M. A., Front Royal, Va.

1904

Ada May Knode, teacher, Jefferson county, W. Va.
Louise Anna Snyder, Shepherdstown, W. Va.
Ethel Walter, teacher, Myerstown, W. Va.
David Hamme Hill, civil engineer, New York City.
John Earnest Hill, stenographer, New York City.
John William Link, minister, Bristol, Va.
Jacob Hugh Miller, Ry. Postal clerk, B. & O. R. R.
Philip Randolph Moler, Principal Moorefield Graded School.
Mathias Kyne Rightstine, journalist, Washington, D. C.
Joseph Irwin Triplett, law student Washington and Lee University.

1905

Alice Virginia Billmyer, primary teacher, Shepherdstown Graded School.
Mary Rickard Pendleton, Principal, Albert, W. Va.
Virginia Muzzey Schley, teacher, Morgantown, W. Va.
Samuel Henry Barnhart, in N. & W. machine shops, Roanoke, Va.
George Billmyer Folk, principal Kingwood Schools.
John Lester Miller, in N. & W. R. R. offices, Roanoke, Va.
Cleon Scott Osbourn Sec. Y. M. C. A., Washington and Lee University.

Boyd Randall, instructor in Science, Shinnston High School.
George Wesley Whiting, teacher Preparatory School, Keyser, W. Va.
F. W. Myers, Asst. Cashier Farmers' Bank, Shepherdstown, W. Va.

1906

Alice M. Banks, teacher, Shepherdstown Graded School.
Agnes Cady, student West Virginia University, Morgantown.
Jessie H. Cooke, Circleville, W. Va., teacher.
William Guy Donley, teacher, Lantz Mills, Va.
John D. May, student, West Virginia University.
Allen Luther Poffenbarger, teacher, Maryland schools.

1907

Eliza E. Johnson, Principal School Evenwood, W. Va.
Helen E. Link, teacher, Uvilla, W. Va.
Lenora Marten, teacher, Wilsonburg, W. Va.
Edna W. Sprung, teacher, Grafton, W. Va.
Louise B. Welshans, teacher, Follansbee, W. Va.
J. E. Barnhart, clerk, Shepherdstown, W. Va.
J. L. Dunkle, District Superintendent, Pocahontas County.

1908

Elizabeth Cady, teacher, Morgantown, W. Va.
Frank Hodges, Shepherdstown, W. Va.
Anna Ruth Miller, teacher, city schools, Martinsburg, W. Va.
Arthur Taylor Bragonier, teacher, Keystone, W. Va.
Charles J. Unseld, teacher, Welch, W. Va.

1909

Anna H. Gardiner, teacher, Bunker Hill, W. Va.
Agnes Myers, teacher, Berkley county, W. Va.
Mary S Stephens, teacher, Bluefield, W. Va.
Edith Wirgman, teacher, Harper's Ferry, W. Va.
Horace Banks, student, Washington and Lee University.
Brison E. Kimble, teacher, Hambleton, W. Va.
Burwell A. Ware, teacher, Shenandoah Junction, W. Va.
F. O. Woener, principal, Mount Wesley School, Berkeley Springs,
Va.
William B. Snyder, journalist, Shepherdstown, W. Va.

TOTAL ENROLLMENT AND NUMBER OF GRADUATES SHEPHERD COLLEGE.

Year	Number Enrolled	Number of Diplomas Issued	Number of Different Graduates
1874	145	21	21
1875	160	28	28
1876	136	27	27
1877	102	8	8
1878	94	11	11
1879	93	18	18
1880	55	14	14
1881	71	5	5
1882	58	9	9
1883	62	1	1
1884	59	9	9
1885	65	12	12
1886	65	3	3
1887	69	5	6
1888	64	3	3
1889	71	4	4
1890	69	3	3
1891	87	4	4
1892	90	7	7
1893	99	12	12
1894	91	8	8
1895	103	7	7
1896	103	16	12
1897	100	15	8
1898	88	8	5
1899	105	13	10
1900	116	20	13
1901	127	7	7
1902	151	12	10
1903	143	7	5
1904	153	12	11
1905	175	10	10
1906	158	7	6
1907	200	11	9
1908	238	5	5
1909	276	21	20
1910	310	21	21
Totals	4,142	405	372

